Athletic Training
Student Handbook

2018-2019

College of Education and Human Development

School of Kinesiology, Physical
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Bachelor of Science in Athletic Training

The UMaine Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training education for the period 2010 – 2020. Undergraduate students who successfully complete this program graduate with a Bachelor of Science in Athletic Training. These students may be eligible to apply to take the Board of Certification (BOC, Inc.) Athletic Training certification examination.

Competencies and Proficiencies Matrix
UMaine’s Athletic Training curriculum is based on the National Athletic Trainers’ Association 2011 Athletic Training Education Competencies 5th Edition. A Competency and Proficiency Matrix specific to UMaine’s courses is available for anyone interested in viewing them. Contact the Athletic Training Program Director if you are interested.

Competitive Admissions
Admission into the Athletic Training Program is competitive. All incoming students (new and transfers) apply for formal acceptance after successfully mastering knowledge and completing skills in two foundational courses, KPE 100 Introduction to Athletic Training and KPE 250 Prevention and Care of Sports Injuries. The Athletic Training Student is notified by the Program Director regarding eligibility for candidacy and will instruct the student how to complete the Candidacy Application form. Application guidelines are also found on the Athletic Training website.

Classrooms, Labs, and Clinical Experiences
UMaine’s Athletic Training Program is comprised of two parts: classroom learning and practical hands-on application via labs and clinical experiences. The Wes Jordan Educational Complex was created in 2005 specifically for BSAT students. The classroom spaces and labs proximity allow students to learn concepts and theories in the classroom and immediately put them to practice in a lab setting. This progression prepares the Athletic Training Student to perform learned skills on patients while under the direct supervision of their instructor.

Clinical experiences are actual athletic training and allied health care experiences supervised by a trained preceptor. Students begin clinical experiences in the fall semester of their second year in the program and will continue new experiences each semester thereafter. One of the major strengths of UMaine’s program is the diversity of preceptors and clinical experiences settings. Students may experience NCAA Division I and III patient care, area high schools athletics, hospital and private clinical practices, physical therapy clinics, orthopedic rotations, chiropractic clinics, and occupational medicine experiences.
Bachelor of Science in Athletic Training

Objective 3
The student will experience a variety of patient care settings to ensure a diversity in populations. Different clinical sites enable the student to experience interdisciplinary healthcare and to learn the role of each member of such teams.

Athletic Training Student Bio list of clinical experiences

Goals and Objectives: Program

Goal 1
The athletic training program core faculty will communicate in a consistent and timely manner with each person involved in the athletic training program (students, faculty, preceptors, administrators).

Objective
The Program Director and Clinical Education Coordinator are responsible for the following:

Making campus and community outlets available to Athletic Training Program participants (i.e. Blackboard, Writing Center, Library)
Coordinating mid and end of semester athletic training student evaluations
Coordinating clinical site and preceptor evaluations
Organizing bi-semester student meeting with athletic training academic advisor to discuss course progression and clinical experiences
Providing timely and effective preceptor workshops
Contacting preceptors weekly

Goal 2
Consistently upgrade the athletic training program as standards, competencies, and proficiencies evolve and as necessary.

Objectives

Collect and review Graduating Senior Exit Interviews
Systematic Course and Curriculum Reviews
Instructor peer review through College of Education and Human Development
Attend continuing education opportunities to stay up-to-date on education and athletic training
Maintain and improve Wes Jordan Educational Complex facilities and equipment
Alumni Questionnaires
Employer Questionnaires
Bachelor of Science in Athletic Training

Retention Policy

Athletic Training Students (ATS) who are formally accepted into the Athletic Training Program are responsible for maintaining an academic standard consistent with the University of Maine’s College of Education and Human Development and the School of Kinesiology, Physical Education, and Athletic Training. Students progress according to the following:

- Earn a minimum grade of B- for all Athletic Training courses
- Maintain an overall GPA of 2.5 or higher
- Successfully complete proficiencies and hour requirements for each clinical education course
- Successfully complete annual Bloodborne Pathogens, HIPAA, and FERPA training
- Maintain health updates if there is a change in health status
- Maintain current CPR certification

If a student is unable to meet these requirements, that student will retake courses to meet the minimum grade requirement for Athletic Training courses and achieve the required GPA. This will result in the student’s inability to enroll in the next sequence of clinical skills courses until the ATS has met the requirements and is approved by the Program Director.

All outstanding work must be completed before the Program Director will endorse the ATS’s BOC Athletic Trainer certification examination candidacy application.

*This information is maintained in the student’s ATS Academic Portfolio located in the office of the Program Director.*

The ATS will be unable to register for Athletic Training courses if the student fails to submit any of the following:

- Health update if change in health status
- Proof of Bloodborne Pathogens, HIPAA, and FERPA training annually
- Current CPR certification

ATS progress is monitored by the Athletic Training Program Director at least two (2) times per academic semester. This includes the following:

- A mid-semester verbal report of current coursework during advising meetings
- A mid-semester ATS Clinical Experience Evaluation and a mid-semester review of supervised hours if the student is in a Clinical Skills course.

Students on academic probation are encouraged to meet more frequently (weekly or biweekly) with the Program Director or Clinical Education Coordinator to maintain communication of course progress. This is typically part of the contractual agreement for those students on conditional acceptance. It is up to the student to initiate these meetings.
Bachelor of Science in Athletic Training

The ATSs academic and clinical education records are reviewed at the end of each academic year by the Program Director or Clinical Education Coordinator. The ATS is then advised of the sequence of ATR courses or repeat courses as appropriate.

Course Offerings and Prerequisites

Following the 4 Year Course Sequence, please note that some courses are offered only in the fall semester, only in the spring semester, or only in the spring of even years.

Lecture/Lab Courses:

- KPE 100 Introduction to Athletic Training (fall)
- KPE 250 Prevention and Care of Sports Injuries (fall/spring)
- KPE 300 Professionalism in AT (spring of even years)
- KPE 303 Pharmacology in AT (spring of even years)
- KPE 307 Anatomy and Injuries of the Trunk and Lower Ext (fall)
- KPE 308 Anatomy and Injuries of the Upper Ext (spring)
- KPE 383 Organization and Administration in AT (spring)
- KPE 385 Evaluation of Upper Ext Injuries (fall)
- KPE 386 Evaluation of Lower Ext Injuries (spring)
- KPE 387 Rehabilitation of Musculoskeletal Injuries (fall)
- KPE 388 Therapeutic Modalities (spring)
- KPE 400 General Medicine in Athletic Training (fall)

Clinical Education Courses:

- KPE 201 Athletic Training Skills 1 (fall)
- KPE 301 Athletic Training Skills 3 (fall)
- KPE 401 Athletic Training Seminar (fall)
- KPE 202 Athletic Training Skills 2 (spring)
- KPE 302 Athletic Training Skills 4 (spring)
# 4 Year Academic Schedule 1st Year & Transfer Students

## Athletic Training

### Effective Fall 2019

<table>
<thead>
<tr>
<th>1st Semester 1st Year</th>
<th>2nd Semester 1st Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHD 100 New Student Seminar in Education &amp; Human Development (Seminar) 1 cr</td>
<td>*BIO 208 Anatomy and Physiology 4 cr</td>
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<tr>
<td>*BIO 100 Basic Biology 4 cr</td>
<td>*BIO 100 Basic Biology 4 cr</td>
</tr>
<tr>
<td>*ENG 101 English Comp 3 cr</td>
<td>*Math (MAT 122 or 126) 4 cr</td>
</tr>
<tr>
<td>KPE 100 Intro to AT 1 cr</td>
<td>*Gen Ed 3 cr</td>
</tr>
<tr>
<td>*Gen Ed (PSY 100) 3 cr</td>
<td>KPE 250 Prevention &amp; Care of Injuries 3 cr</td>
</tr>
<tr>
<td>*Gen Ed 3 cr</td>
<td>KPE 253 Lifetime Fitness for Health 3 cr</td>
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<tr>
<td>15 cr</td>
<td>17 cr</td>
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<table>
<thead>
<tr>
<th>1st Semester 2nd Year</th>
<th>2nd Semester 2nd Year</th>
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<tbody>
<tr>
<td>PHY 111 Gen Physics 4 cr</td>
<td>*Gen Ed 3 cr</td>
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<tr>
<td>FSN 101 Intro to Food &amp; Nutrition 3 cr</td>
<td>KPE 202 AT Clinical Skills 2 3 cr</td>
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<tr>
<td>KPE 201 AT Clinical Skills 1 3 cr</td>
<td>KPE 308 Ant. &amp; Inj. of the Upper Extremity 3 cr</td>
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<tr>
<td>KPE 270 Motor Development 3 cr</td>
<td>KPE 386 Eval of LE Injur &amp; Conditions 3 cr</td>
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<tr>
<td>KPE 307 Ant. &amp; Inj. of the Trunk &amp; Lower Extremity 3 cr</td>
<td>KPE 388 Therapeutic Modalities 4 cr</td>
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<td>16 cr</td>
<td>16 cr</td>
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<thead>
<tr>
<th>1st Semester 3rd Year</th>
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<tbody>
<tr>
<td>CHY 121/123 or BMB 207/209 Chemistry 4 cr</td>
<td>KPE 300 Professionalism in AT 1 cr</td>
</tr>
<tr>
<td>KPE 301 AT Clinical Skills 3 3 cr</td>
<td>KPE 302 AT Clinical Skills 4 3 cr</td>
</tr>
<tr>
<td>KPE 385 Eval of UE Injur &amp; Conditions 3 cr</td>
<td>KPE 303 Pharmacology in AT 1 cr</td>
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<tr>
<td>KPE 387 Ther Ex of Muscl Injuries 4 cr</td>
<td>KPE 376 Kinesiology 3 cr</td>
</tr>
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<td>KPE 400 Gen Med Inj &amp; Conditions 3 cr</td>
<td>KPE 378 Physiology of Exercise 3 cr</td>
</tr>
<tr>
<td>17 cr</td>
<td>KPE 383 Org &amp; Admin in AT 3 cr</td>
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<td></td>
<td>14 cr</td>
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<tr>
<th>1st Semester 4th Year</th>
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<tr>
<td>Eng 317 Bus &amp; Tech Writing 3 cr</td>
<td>*Gen Ed 3 cr</td>
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<tr>
<td>* Gen Ed 3 cr</td>
<td>KPE 367 Adapted PE 3 cr</td>
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<tr>
<td>KPE 401 AT Senior Seminar 3 cr</td>
<td>KPE 427 Capstone – AT 3 cr</td>
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<tr>
<td>*Math Gen Ed (Stats) 3 cr</td>
<td>KPE 490 Nutrition for Sports 3 cr</td>
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<td>KPE 426 Exercise Rx &amp; Leadership 3 cr</td>
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<td>15 cr</td>
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*Updated Fall 2019*
# Athletic Training Major - 121 Credit Hours

## Transfer and New Students

<table>
<thead>
<tr>
<th>General Education</th>
<th>Course Title</th>
<th>Course</th>
<th>Offered</th>
<th>Semester</th>
<th>Grade</th>
<th>Recommended Courses/Prerequisite</th>
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<tbody>
<tr>
<td><strong>A. Science (16cr)</strong></td>
<td>Basic Biology (4cr)</td>
<td>BIO 100</td>
<td>Fall/Spring</td>
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<td>&lt;br&gt;◆ BIO 100, or BMB 280 and PHY 122 and CHY 122 and CHY 124.</td>
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<tr>
<td></td>
<td>Anat &amp; Physiology (4cr)</td>
<td>BIO 208</td>
<td>Spring</td>
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<tr>
<td></td>
<td>Gen. Chemistry-CHY 121/123 (4cr) &lt;br&gt;Or Fund. of Chem.-BMB 207/209 (4cr)</td>
<td></td>
<td>Fall</td>
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<tr>
<td></td>
<td>Gen. Physics (4cr)</td>
<td>PHY 111</td>
<td>Fall</td>
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<tr>
<td><strong>B. Mathematics (6cr)</strong></td>
<td>Math (3cr) (Stats)</td>
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<tr>
<td></td>
<td>Math 122 or 126 (4cr)</td>
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<tr>
<td><strong>C. Human Values and Social Context (18cr)</strong></td>
<td>Western Cultural Tradition (3cr)</td>
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<tr>
<td></td>
<td>Social Context &amp; Institutions (3cr)</td>
<td>PSY 100</td>
<td>Fall/Spring</td>
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<td></td>
<td>Cultural Diversity (3cr)</td>
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<td>Population &amp; Environment (3cr)</td>
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<td></td>
<td>Artistic/Creative Expression (3cr)</td>
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<td>Electives (3cr)</td>
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<tr>
<td><strong>D. Demonstrated Writing Competency (8cr)</strong></td>
<td>College Composition (3cr)</td>
<td>ENG 101</td>
<td>Fall/Spring</td>
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<td></td>
<td>Writing Intensive Course (3cr) - Outside KPE</td>
<td>ENG 317</td>
<td>Fall/Spring</td>
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<td></td>
<td>Organization &amp; Admin of AT (3cr)</td>
<td>KPE 383</td>
<td>Spring</td>
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<td><em>Organization &amp; Admin of AT (3cr)</em></td>
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<td><strong>E. Capstone Experience (3-6cr)</strong></td>
<td>Internship (3-6cr)</td>
<td>KPE 427</td>
<td>Fall/Spring</td>
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<td></td>
<td>Alternative (3-6cr)</td>
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*Min. grade C or >
◆Min. grade C- or >
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<tr>
<th>Course Title</th>
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<th>Semester</th>
<th>Grade</th>
<th>Recommended Courses/Prerequisite</th>
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<tr>
<td>New Student Seminar in Education and Human Development (Seminar) (1cr)</td>
<td>EHD 100</td>
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<td>Intro to Athletic Training (1cr)</td>
<td>KPE 100</td>
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<td>★Prevention &amp; Care of Injuries (3cr)</td>
<td>KPE 250</td>
<td>Fall/Spring</td>
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<tr>
<td>Lifetime Fitness for Health (3cr)</td>
<td>KPE 253</td>
<td>Fall/Spring</td>
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<tr>
<td>Motor Development (3cr)</td>
<td>KPE 270</td>
<td>Fall/Spring</td>
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<tr>
<td>Adapted Phy Ed (3cr)</td>
<td>KPE 387</td>
<td>Fall/Spring</td>
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<tr>
<td>Kinesiology (3cr)</td>
<td>KPE 376</td>
<td>Fall/Spring</td>
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<td>AT/KPE Major or permission</td>
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<tr>
<td>Physiology of Exercise (3cr)</td>
<td>KPE 378</td>
<td>Fall/Spring</td>
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<td>BIO 208 and KPE 253</td>
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<tr>
<td>Intro to Food &amp; Nutrition (3cr)</td>
<td>FSN 101</td>
<td>Fall/Spring</td>
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| ★AT Clinical Skills 1 (3cr)                                                  | KPE 201| Fall          |          |                            | Acceptance into ATR              |
| ★AT Clinical Skills 2 (3cr)                                                  | KPE 202| Spring        |          |                            | KPE 201                          |
| ★Professionallam in AT (1cr)                                                 | KPE 300| Spring        |          |                            | ATR or permission                |
| ★AT Clinical Skills 3 (3cr)                                                  | KPE 301| Fall          |          |                            | KPE 202                          |
| ★AT Clinical Skills 4 (3cr)                                                  | KPE 302| Spring        |          |                            | KPE 301                          |
| ★Pharmacology in AT (1cr)                                                    | KPE 303| Spring        |          |                            | ATR or permission                |
| ★Ant. & Inj. of the Trunk & Lower Extremity                                  | KPE 307| Fall          |          |                            | KPE 250                          |
| ★Ant. & Inj. of the Upper Extremity                                          | KPE 308| Spring        |          |                            | KPE 250                          |
| ★Eval UE Injuries & Conditions (3cr)                                         | KPE 385| Fall          |          |                            | KPE 308 and ATR or permission    |
| ★Eval LE Injuries & Conditions (3cr)                                         | KPE 386| Spring        |          |                            | KPE 307 and ATR or permission    |
| ★Ther Ex Musculoskeletal Injur (4cr)                                         | KPE 387| Fall          |          |                            | KPE 307                          |
| ★Therapeutic Modalities (4cr)                                                | KPE 388| Spring        |          |                            |                                  |
| ★Gen Med In AT (3cr)                                                         | KPE 400| Fall          |          |                            | KPE 306 and ATR or permission    |
| ★Senior Seminar (3cr)                                                        | KPE 401| Fall          |          |                            | KPE 400 & Last Year in ATR       |
| Exer Presc & Leadership (3cr)                                                | KPE 426| Fall/Spring   |          |                            | KPE 378                          |
| Nutrition for Sports & Exercise (3cr)                                        | KPE 490| Fall/Spring   |          |                            | FSN 101 and KPE 378              |

★AT Majors - Min. grade of B-
Bachelor of Science in Athletic Training

Athletic Training Student Levels

The combination of AT major courses and clinical education courses, experiences, and hours determines a student's level in the AT program.

Pre-AT
- Enrolled in or completed BIO 100, BIO 208, KPEK 100, and KPE 250

Level 1
- Formal Admission to Athletic Training Program
  - Candidacy application is approved
  - Enrolled in or completed KPE 201, KPE 202, KPE 307, KPE 308, KPE 386, and KPE 388 with a minimum of B-
  - Maintains an overall GPA of 2.5
  - Documentation of 10+ KPE 100 Observation Hours
  - Documentation of 100 – 150 Clinical Hours in KPE 201 and 202 each
  - Documentation of completed Clinical Skills KPE 201, 307, and 308
  - Completes HIPAA, FERPA, and Bloodborne Pathogens training

Level 2
- Enrolled in or completed KPE 301, KPE 302, KPE 385, KPE 387 with a minimum of B- or better
- Maintains a minimum GPA of 2.5
- Submits Medical Update if any changes
- Completes HIPAA, FERPA and Bloodborne Pathogen training
- Maintains CPR certification
- Documentation of 150 – 200 hours of supervised experience in KPE 301 and 302 each

Level 3
- Enrolled in or completed KPE 383, KPE 400, and KPE 401 with a minimum of B- or better
- Eligible for KPE 427
- Maintains a minimum GPA of 2.5
- Submits Medical Update if any changes
- Completes HIPAA, FERPA and Bloodborne Pathogen training
- Maintains CPR certification
- Documentation of 25 – 50 hours of supervised experience in KPE 401

Athletic Training Students will meet with their advisors at least 2 times per semester to verify current and future course progression.
Bachelor of Science in Athletic Training

Clinical Education

The Athletic Training Student (ATS) must complete Clinical Education courses over a minimum of two (2) and one-half (1/2) academic years (5 semesters). Each Clinical Experience is associated with a Clinical Education course. Clinical Education courses have syllabi that include student learning outcomes with specific objectives and proficiencies documenting learning over time.

Courses

KPE 100 Introduction to Athletic Training
Designed to encourage students to observe athletic trainers and other healthcare providers. Curriculum contents include bloodborne pathogens training, rules of patient confidentiality, information about the national governing bodies, and other material related to past and current athletic training.

Offered spring semester. Students are required to complete a minimum of ten (10) observation hours
Prerequisites: ATR or permission
Credit Hours: 1

KPE 201 Athletic Training Skills 1
Lab based class coupled with ATS first Clinical Experiences. Focuses on the critical thinking and application of injury prevention and immediate care of injuries and illnesses. Direct supervision by preceptor.

Offered fall semester. Students are required to complete 100 – 150 clinical hours under the direct supervision of a UMaine trained preceptor.
Prerequisites: KPE 100, KPE 250, and formally accepted into Athletic Training program
Credit Hours: 3

KPE 202 Athletic Training Skills 2
Lab class that builds on KPE 201 knowledge and skills. Students continue to become proficient in emergency injury/illness assessment and management. Students also had to their injury prevention skills including, but not limited taping, bracing, and padding skills.

Offered spring semester. Students are required to complete 100 – 150 clinical hours under the direct supervision of a UMaine trained preceptor.
Prerequisites: KPE 201
Credit Hours: 3

KPE 301 Athletic Training Skills 3
Through directly supervised hands-on experiences, the student will focus on evaluating and treating injuries/illnesses/conditions using assessment skills and therapeutic modality
Bachelor of Science in Athletic Training

skills. Focus is on lower extremity evaluations using theories and problem solving skills while working in a clinical setting.

Offered fall semester. Students are required to complete 150 - 200 clinical hours during the academic semester under the direct supervision of a UMaine trained preceptor. Students will report to pre-season according their preceptor and assignment’s schedule.

Prerequisites: KPE 202, KPE 386, and KPE 388
Credit Hours: 3

KPE 302 Athletic Training Clinical Skills 4
Focus is on evaluation and treatment using assessment skills, therapeutic modalities, and rehabilitation exercises for head, cervical/thoracic spine and upper extremity injuries. The student will develop competency and proficiency in these skills while working in a healthcare setting and will be under the direct supervision of a UMaine trained preceptor.

Offered spring semester. Students are required to complete 150 – 200 clinical hours during the academic semester.

Prerequisites: KPE 301, KPE 385, and KPE 387
Credit Hours: 3

KPE 401 Athletic Training Seminar
The highest level athletic training course. Students will prepare for the Board of Certification, Inc. Athletic Trainer Certification Examination. The student is required to complete 25 – 50 hours in a general medical setting under the supervision of a UMaine trained preceptor.

Prerequisites: KPE 302 and KPE 400
Credit Hours: 3
Bachelor of Science in Athletic Training

Clinical Experiences

Purpose
The athletic training clinical experience is designed to provide the ATS with hands on real-time healthcare experiences. The ATS will observe and/or participate in a variety of healthcare settings. The clinical experience is designed for the ATS to apply classroom knowledge to patient care – theory to practice.

Clinical Experience Rotations
Each ATS is required to complete a minimum of 525 supervised clinical hours through clinical education courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td>KPE 201 AT Clinical Skills 1</td>
<td>100 – 150 hours</td>
<td></td>
</tr>
<tr>
<td>KPE 202 AT Clinical Skills 2</td>
<td>100 – 150 hours</td>
<td></td>
</tr>
<tr>
<td>KPE 301 AT Clinical Skills 3*</td>
<td>150 – 200 hours</td>
<td></td>
</tr>
<tr>
<td>KPE 302 AT Clinical Skills 4</td>
<td>150 – 200 hours</td>
<td></td>
</tr>
<tr>
<td>KPE 401 AT Seminar</td>
<td>25 – 50 hours</td>
<td></td>
</tr>
</tbody>
</table>

*student reports for fall preseason according to his/her preceptor/site

Requirements
Each ATS is required to experience a variety of patient care settings including, but not limited to general population and sports settings. Students will not be discriminated against based on sex, ethnicity, religious affiliation, or sexual orientation.

ATS students are responsible for keeping accurate and honest records of attendance. The preceptor responsible for each student will assess level of proficiency and documentation of hours relevant to the student’s course. Students cannot receive monetary remuneration during clinical experiences, excluding scholarships.

All ATSs must complete bloodborne pathogens, HIPAA, and FERPA training annually. Proof of successful completion must be provided. (e.g. certification card, test score, etc.). Failure to successfully complete this training will lead to postponed initiation of the ATSs clinical experience and potential failure of affiliated coursework. ATSs are strongly encourage to purchase professional liability insurance for protection against the unexpected.

Clinical experience assignments will be given to the ATS via email as soon as all prerequisites are verified. Assignments are completed by the Clinical Education Coordinator or Program Director.

Clinical Experience Settings
Cutler Health Center | Bangor High School | Brewer High School
Old Town High School | Orono High School | Hermon High School
Hampden Academy | Northern Light EMMC | Healy Chiropractic
Select Physical Therapy | DownEast Orthopedics | Integra Health
Husson University | University of Maine |
Bachelor of Science in Athletic Training

Clinical Experiences

Athletic Training rooms are medical facilities and should be referred to as “clinics”. One of the attractions of working in this environment is that sometimes-relaxed and casual atmosphere. Remember that you are a healthcare provider and must act as so at all times. Do not allow the atmosphere to compromise your professional standards and work ethic.

Attendance is required as this is part of your course. If you have a valid obligation (family wedding, funeral, job interview, etc.) work this out with your preceptor at the beginning of your assignment. Your job or other extracurricular activity (fraternity, sorority, club sport, etc.) are not valid obligations.

Bottom Line: Communicate with your Preceptor and Clinical Education Coordinator!!!

Your Primary Duties
1. Assist your preceptor with medical support.
2. Assist with daily record keeping; treatment logs, injury evaluations, etc.
3. Evaluate and treat patients (appropriate to skills and knowledge level) as approved by your preceptor.
4. Practice Standard Precautions and maintain excellent sanitary conditions at all times.
5. Maintain confidentially. Respect the rights of all patients and their records. This includes any form of social media.
6. Perform daily clinical duties to include but not limited to cleaning, equipment upkeep, etc. Remember – if you have time to lean, you have time to clean.
7. Schedule time to discuss studies and practice skills with your preceptor.
8. At the beginning of your rotation, report to your preceptor to receive or create a list of daily duties relevant to your assignment.

Clinic Rules
Each facility has its own set of rules for you to follow. Follow them or you can be dismissed from your assignment.

UMaine Athletic Training Program requires you to conform to the following rules as well. Again, failure to follow these can result in dismissal.
- Be on time – which should mean a few minutes before expected start time if possible.
- Do not eat or drink in the clinical setting. Do so in a space that is not part of the medical facility – office, hallway, break room.
- Do not use your cell phone in any way unless requested by preceptor to do so.
- Do not use profane or vulgar language.
- Do not use supplies or equipment without permission by your preceptor.
- If you are ill, consult your preceptor to determine if you should work with patients that day. Refer to “Active Communicable Disease Policy” for more information.
- If classes are cancelled due to inclement weather (snow day, for instance) you ARE NOT TO ATTEND YOUR CLINICAL EXPERIENCE. It is a safety issue.
Bachelor of Science in Athletic Training

*Relationships*
You, the ATS, are to maintain a respectful and professional relationship with the medical staff at all times. This includes, but is not limited to, staff athletic trainers, graduate assistant athletic trainers, interns, physicians, physical therapists, chiropractors, EMTs, nurses, patients, parents, coaches, administrators, and any other support you may encounter. For the medical team to operate effectively and efficiently, it is important the clinical setting chain of command be followed.

Relationships that go beyond professional with any of the above mentioned healthcare team members is NOT allowed. Students who choose to do so will be dismissed from the UMaine Athletic Training program.

*Things to Remember*
- Do not get involved in relationships other than professional.
- Athletes do not dictate their treatment – their preceptor does.
- Do not extend special privileges to individual patients. All patients must be treated equally regardless of race, gender, sport, or team status.
- Do not discuss patient injuries with other patients.
- All patients must be treated in a professional manner even if they do not act in a respectful manner. Treat them and then discuss this with your preceptor or Clinical Education Coordinator.
- Do not do things for patients that are against policy. NEVER COVER FOR A PATIENT.
ATS 1st Rotation Evaluation

ATS ____________
Clinical Experience ____________
Evaluator ____________

Instructions:
Please evaluate this ATS by circling the number that best identifies the student at this time. If you feel that comments would be beneficial, please include those as well.

Professionalism
The student’s ability to take initiative.
1 never takes initiative
2 at times takes initiative, but still needs to be told what to do
3 takes initiative most of time
4 sees needs and completes tasks without being told

The student’s personal habits, clothing and general appearance.
1 frequently offensive
2 occasionally sloppy appearance or display of offensive habits
3 usually properly dressed and groomed; few poor personal habits
4 rarely exhibits poor appearance or offensive habits

The student’s organization abilities.
1 usually disorderly and chaotic
2 frequently unorganized
3 works sufficiently and is organized to perform job
4 highly organized and efficient worker

The student’s respect for patients, peers and supervisors.
1 frequently rude; causes discomfort to others
2 occasionally impolite to others
3 observes common courtesies
4 very conscientious of others; always polite

The student’s reliability and dependability.
1 not reliable; often fails to complete job; often absent
2 occasionally leaves routine tasks incomplete; occasionally absent
3 can be relied on to complete tasks; rarely absent
4 will complete special project; rarely absent

The student’s temperament and level of stability.
1 consistent personality; disrupts work environment
2 occasional display of temper or emotion hindering performance
3 even tempered; absorbs routine pressures of job
4 tolerate unusual pressure without hindering performance
ATS 1st Rotation Evaluation

First Aid and Emergency Care Knowledge (please refer to Skills Testing for this)
The student’s base knowledge of first aid and emergency care.

1. severely lacking in knowledge
2. noticeable deficiencies in knowledge base; needs intensive review
3. understands first aid and emergency situations; still some knowledge to be acquired
4. completely understands first aid and emergency situation content

The student’s willingness to show this knowledge in clinical setting.

1. Does not participate in any way to show level of skill
2. Shows minimal offerings for assessment and/or management of first aid care
3. Freely participates in assessment and/or management; still some areas of deficiency
4. Performs above level of 1st year ATR in knowledge and skills of first aid and emergency care

Taping/Bracing/Wrapping Knowledge
The student’s base knowledge in the area of taping/bracing/and wrapping patients.

1. severely lacking in knowledge
2. noticeable deficiencies in knowledge base; needs intensive review
3. understands techniques of taping/bracing/wrapping and when to use them
4. completely understands and accurately explains use of taping/bracing/wrapping techniques

Taping/Bracing/Wrapping Bracing Skills
The student’s ability to combine job related education, skills and experience.

1. does not participate in any way to show level of skill
2. shows minimal offerings for assessment and/or management of taping/bracing/wrapping
3. freely participates in basic taping/wrapping/bracing skills; still some areas of deficiency
4. freely participates in basic taping/wrapping/bracing and is effective and proficient

Please identify areas where this student is strong and where s/he needs to improve.

I have read this evaluation and have been given the chance to discuss the content with my supervisor.

Student Signature __________________________ Date _____________

Supervisor’s Signature ________________________ Date _____________

Program Director’s Signature ________________________ Date _____________

Acceptable / Unacceptable ____________________________

Revised Fall 2016
Preceptor and Clinical Site Evaluation

Clinical Site

Preceptor

Purpose: To receive input from you, the student, regarding the effectiveness of this clinical site and clinical instructor. Your comments and scoring will remain completely anonymous, but will be shared with the clinical instructor as a method of making this site and his/her teaching skills optimal for this Athletic Training Education Program.

Preceptor Evaluation

Your clinical instructor was helpful and responsive to your learning objectives.

1. was not responsive or helpful regarding my learning objectives
2. at times was responsive, but did not show much interest in helping me learn
3. was very responsive and helpful to my learning objectives
4. went above and above his/her responsibilities of helping me achieve my learning objectives

Your clinical instructor was professional in appearance and attitude.

1. frequently dressed and/or acted unprofessionally
2. sometimes dressed and/or acted unprofessionally
3. rarely dressed and/or acted unprofessionally
4. never dressed and/or acted unprofessionally

Your clinical instructor was respectful of you and those around him/her,

1. did not respect me as an ATS nor those around him/her
2. occasionally showed disrespect to me and/or to those we worked with
3. was respectful of me and those we worked with
4. put the needs of me and those we worked with above him/herself

Your clinical instructor is well respected by his/her peers, his/her physicians, his/her administration, his/her patients and his/her students.

1. not respected at all
2. is not respected by some of those in contact with the CI
3. respected by all
4. respected and seen as a leader by those in contact with the CI

Your clinical instructor is using current skills, techniques and protocols.

1. not consistent with my current coursework
2. sometimes is inconsistent with my current coursework
3. uses current skills, techniques and protocols consistent with my coursework
4. uses current and cutting edge skills, techniques and protocols

Your clinical instructor is personally and professionally motivated and carries that over to those around him/her.

1. disagree
2. is sometimes motivated personally and professionally
3. is frequently motivated to improve professionally and/or personally
4. is always looking for ways to improve personally and professionally and shares it with those around
Preceptor and Clinical Site Evaluation

Your clinical instructor cares about making this clinical experience a true learning environment for you.

1. does not take much interest in making this a learning environment
2. takes some time to make this experience educational, but it is not a high priority
3. takes a great deal of time to make this an educational experience
4. has made me a part of his/her priority in daily patient care

Your clinical instructor gives timely, appropriate feedback.

1. never gives feedback
2. rarely gives feedback
3. gives feedback through evaluation forms
4. gives timely feedback on a situation to situation basis

Your clinical instructor takes the time to know you, your learning methods, your strengths, and your weaknesses.

1. my clinical instructor has made no effort to get to know me or my AT abilities
2. my clinical instructor has helped me as an ATS, but does not know me other than that
3. my clinical instructor has taken the time and made efforts to know me personally and to know my AT abilities
4. my clinical instructor has taken the time to work with me enough to help me to strengthen my weaknesses

Your clinical instructor encourages you to think critically, to work to your abilities and listens to suggestions and new opportunities.

1. never
2. rarely ever
3. frequently
4. always takes the time to listen and encourage me

Clinical Site Evaluation

Please make a mark on each scale to represent your thoughts and feelings for this clinical site. Also, take the time to write in the comments section. This will strengthen the current site for patients and for your peers.

This site is an appropriate learning environment.

Strongly Disagree          Strongly Agree

Comments:
Preceptor and Clinical Site Evaluation

You were given appropriate orientation to the facility and to the athletes/patients.

Strongly Disagree  Strongly Agree

Comments:

Policies, procedures, and protocols were clearly explained and readily accessible if you had questions.

Strongly Disagree  Strongly Agree

Comments:

Supplies and equipment were appropriate and enhanced your learning experience.

Strongly Disagree  Strongly Agree

Comments:

The patients you worked with were appropriate for an athletic training clinical experience.

Strongly Disagree  Strongly Agree

Comments:
Preceptor and Clinical Site Evaluation

The University of Maine Athletic Training Education Program should continue to utilize this site for ATS clinical experience.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

Comments:

(Optional) Athletic Training Student Signature

Program Director Signature

PD/CEC Comments:

Date

August 2019
Bachelor of Science in Athletic Training

General Policies and Procedures

Active Communicable Disease and Clinical Experiences
Athletic Training Students (ATS) with active communicable diseases are assessed on an individual basis. Consideration for allowing the ATS to proceed with patient contact is based on the safety of the ATS and the patient. The student will be removed from such contacts until the student is no longer contagious.

Bloodborne Pathogen, HIPAA, and FERPA Training
Each ATS is required to successfully complete annual training on bloodborne pathogens, HIPAA, and FERPA. The curriculum is organized by the Athletic Training Program. Students must show competency of this material by completing a test. This is all done prior to beginning their fall clinical assignments. Students will be introduced to each site’s Exposure Control Plan during their orientation meetings prior to beginning the clinical rotation.

Competitive Admissions
All ATS complete an AT Candidacy Application after finishing KPE Introduction to Athletic Training and KPE 250 Prevention and Care of Sports Injuries. Refer to the UMaine Athletic Training Program website for more information on Application requirements. Application materials will be evaluated by the Program Director and Clinical Education Coordinator. Students who do not meet the requirements will have their packet reviewed by the Associate Dean of Undergraduate Students and a plan will be formed to assist the student with their next step. Even though Candidacy applicants may meet all the criteria, they may be denied admission due to a limited number of seats (30 per cohort). Students may reapply for the next cohort if they are unsuccessful on their initial attempt.

Confidentiality
All ATS must adhere to the following Confidentiality Statement and to HIPAA Privacy rules. As a healthcare professional, it is the law that you withhold any information which you acquire either professionally or socially that is considered “professionally confidential”. This includes but is not limited to any information you hear in the clinical setting, physician’s office, locker rooms, or other. Information regarding a patient’s medical condition, treatment of this condition, or any other patient information that is not considered public information is not to be discussed with anyone other than your immediate supervisor. Please adhere to this policy as a breach of confidentiality will lead to dismissal from any further clinical experience opportunities.

Dress Code
All ATS must dress professionally according to their setting. You are a healthcare professional and dressing the part is just one way of showing your professionalism.
- Do not wear hats in the clinical setting. Once outside you may.
- Shirts and shorts/pants must fit appropriately. If clothing is too tight, too loose, too short, or too long, you will be asked to change before continuing that day.
- Closed toe shoes.
- Physical appearance – hair, facial hair, tattoos, piercings – need to be professional and adhere to each site’s policies.
Bachelor of Science in Athletic Training

Inclement Weather
If classes are cancelled due to inclement weather, athletic training students are NOT to attend clinical experiences. Remember, clinical experience is a class and classes are cancelled in order to keep you safe by staying off the roads and sidewalks.

Incomplete Candidacy Application
No ATS can begin clinical experience rotations until the Candidate’s application is complete and approved.

Liability Insurance
The ATS are covered by malpractice liability insurance when the student is in a clinical experience through a clinical education course assigned by the Clinical Education Coordinator or Program Director. A copy of this form is available on request. Again, students are covered only when enrolled in Clinical Skills courses in session.

Observation Only
All students enrolled in KPE 100 Introduction to Athletic Training are available for OBSERVATION only. The perspective ATS has not had any formal training at this time and is unable to perform any athletic training skills to any patients during observations.

Probation
Probation is a time for the ATS to improve grades and/or behavior in order to continue in the Athletic Training program. Probation is typically a one semester period when the student works toward a goal(s) established by the ATS and the Program Director. If the student does not meet goals, they will be dismissed from the program. If the student successfully meets the goals, they will return to the program with the understanding that the next infraction will lead to dismissal from the program.

Professionalism
A preceptor may feel an ATS is not presenting himself/herself within the scope of ATS professionalism. This could include language, personal presentation, or inappropriate relations, but is not limited to those. The preceptor will document the activity and meet with the Clinical Education Coordinator and/or Program Director to determine actions. Action may include probation or dismissal from the program.

Supervised Clinical Experience and Observations
Direct supervision is required at all times for ATS. This means the preceptor is available for immediate intervention if needed. An ATS in noncompliance of this will be warned one time and written complaint filed in the student’s academic file. More than one noncompliance will result in dismissal from the program.

Student and Faculty Grievance Policy and Procedures
University of Maine faculty can access procedures for processing a grievance via the Human Resource web page. ATS can access procedures for processing grievance via the UMaine Student Handbook web page.
Bachelor of Science in Athletic Training

Therapeutic Modality Use
ATS shall not use Therapeutic Modalities during Clinical Experiences prior to completing KPE 388 Therapeutic Modalities. This includes, but is not limited to estim, ultrasound, LASER, manual therapies, and mechanical traction.

If found in noncompliance, the student will be given a verbal warning and a written complaint will be filed in the student’s academic file. If repeated, the ATS may be dismissed from the program.

Transfer Student (Admissions Policy)
Students transferring to the UMaine Athletic Training Program must meet all Candidacy requirements. This includes documentation of completing KPE 100 with a B- or better, show proof of a minimum of 10 observation hours, and 5 written reflections of these observations; KPE 250 with a minimum of B- or better and completed Skills Packet, Health Packet, Essay, or any other documentation listed in the Candidacy application. Once accepted into the program, the student must complete a minimum of 2.5 years (5 semesters) within the program in order to complete each Clinical Skills courses in sequence.

Work Study
ATS who qualify for federal work-study are encourage to utilize this funding. You cannot receive work study funds while in a clinical experience associated with a clinical education course. ATS are reminded that neither work study nor outside employment is to interfere with educational requirements. The Office of Student Employment is responsible for disseminating the University of Maine’s Work Study Policy.
NATA CODE OF ETHICS
September 28, 2005

PREAMBLE
The National Athletic Trainers’ Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession.

The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

PRINCIPLE 1:
Members shall respect the rights, welfare and dignity of all.
1.1 Members shall not discriminate against any legally protected class.
1.2 Members shall be committed to providing competent care.
1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient’s care without a release unless required by law.

PRINCIPLE 2:
Members shall comply with the laws and regulations governing the practice of athletic training.

2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.

2.2 Members shall be familiar with and abide by all National Athletic Trainers’ Association standards, rules and regulations.

2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.

2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:
Members shall maintain and promote high standards in their provision of services.
3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.

3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.
3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.

3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6 Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.

**PRINCIPLE 4:**
Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2 National Athletic Trainers’ Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3 Members shall not place financial gain above the patient’s welfare and shall not participate in any arrangement that exploits the patient.

4.4 Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
BOC Standards of Professional Practice

Version 3.1 - Published October 2017
Implemented January 2018
Introduction

The BOC Standards of Professional Practice is reviewed by the Board of Certification, Inc. (BOC) Standards Committee and recommendations are provided to the BOC Board of Directors. The BOC Standards Committee is comprised of 5 Athletic Trainer members and 1 Public member. The BOC Board of Directors approves the final document. The BOC Board of Directors includes 6 Athletic Trainer Directors, 1 Physician Director, 1 Public Director and 1 Corporate/Educational Director.

The BOC certifies Athletic Trainers (ATs) and identifies, for the public, quality healthcare professionals through a system of certification, adjudication, standards of practice and continuing competency programs. ATs are healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities.

The BOC is the only accredited certification program for Athletic Trainers in the United States. Every 5 years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the Institute of Credentialing Excellence.

The BOC Standards of Professional Practice consists of 2 sections:

I. Practice Standards

II. Code of Professional Responsibility
I. Practice Standards

Preamble
The primary purpose of the Practice Standards is to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards is mandatory.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

Standard 1
Direction
The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.

Standard 2
Prevention
The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long term disability.

Standard 3
Immediate Care
The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

Standard 4
Examination, Assessment and Diagnosis
The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient’s impairments, diagnosis, level of function and disposition.

Standard 5
Therapeutic Intervention
The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

Standard 6
Program Discontinuation
The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients’ status is included in the discharge note.

Standard 7
Organization and Administration
The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.
II. Code of Professional Responsibility

Preamble
The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The Professional Practice and Discipline Guidelines and Procedures may be accessed via the BOC website, www.bocatc.org.

Patient Care Responsibilities
The Athletic Trainer or applicant:

1.1 Renders quality patient care regardless of the patient’s age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law
1.2 Protects the patient from undue harm and acts always in the patient’s best interests and is an advocate for the patient’s welfare, including taking appropriate action to protect patients from healthcare providers or athletic training students who are, impaired or engaged in illegal or unethical practice
1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies
1.4 Communicates effectively and truthfully with patients and other persons involved in the patient’s program, while maintaining privacy and confidentiality of patient information in accordance with applicable law
1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values
1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain
1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient
1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan
1.7.1 Does not make unsupported claims about the safety or efficacy of treatment

Competency
The Athletic Trainer or applicant:

2.1 Engages in lifelong, professional and continuing educational activities to promote continued competence
2.2 Complies with the most current BOC recertification policies and requirements

Professional Responsibility
The Athletic Trainer or applicant:

3.1 Practices in accordance with the most current BOC Practice Standards
3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
3.3 Practices in collaboration and cooperation with others involved in a patient’s care when warranted; respecting the expertise and medico-legal responsibility of all parties
3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training
3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
3.6 Does not guarantee the results of any athletic training service
3.7 Complies with all BOC exam eligibility requirements
3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful
3.9 Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization
3.10 Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event
3.11 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training
3.12 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training
3.13 Cooperates with BOC investigations into alleged illegal or unethical activities. Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information
3.14 Complies with all confidentiality and disclosure requirements of the BOC and existing law
3.15 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization
3.16 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the BOC Professional Practice and Discipline Guidelines and Procedures.

Research

The Athletic Trainer or applicant who engages in research:

4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions
4.2 Protects the human rights and well-being of research participants
4.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or healthcare delivery

Social Responsibility

The Athletic Trainer or applicant:

5.1 Strives to serve the profession and the community in a manner that benefits society at large
5.2 Advocates for appropriate health care to address societal health needs and goals

Business Practices

The Athletic Trainer or applicant:

6.1 Does not participate in deceptive or fraudulent business practices
6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered
   6.2.1 Provides documentation to support recorded charges
   6.2.2 Ensures all fees are commensurate with services rendered
6.3 Maintains adequate and customary professional liability insurance
6.4 Acknowledges and mitigates conflicts of interest
BOC VISION
The BOC exists so that healthcare professionals worldwide have access to globally recognized standards of competence and exceptional credentialing programs that support them in the protection of the public and the provision of excellent patient care.

BOC MISSION
To provide exceptional credentialing programs for healthcare professionals to assure protection of the public.

BOC VALUES
Integrity, Professionalism, Fairness, Transparency, Service

The BOC, a national credentialing agency, has been certifying Athletic Trainers and identifying, for the public, quality healthcare professionals with certainty since 1969.