

The Ohio State University

2009 – 2010 Athletic Training Division Student Handbook

I. Introduction

a. This Handbook

This handbook outlines the requirements and expectations for students enrolled in the Athletic Training Major at The Ohio State University. It is a companion volume to the School of Allied Medical Professions' Student Handbook and the University's Code of Student Conduct. This handbook is revised annually and each new edition replaces all previous editions. The most recent edition is available on the Division of Athletic Training Website at <http://amp.osu.edu/at>.

b. Mission

Certified Athletic Trainers are medical professionals who are experts in injury prevention, assessment, diagnosis, treatment and rehabilitation, particularly in the orthopedic and musculoskeletal disciplines. Upon passing the Board of Certification (BOC) examination and graduation from our program, students receive the ATC® credential and become eligible for state licensure and professional practice.

The threefold mission of the Athletic Training Division is to produce exceptionally capable Athletic Trainers who are truly ready to practice independently upon graduation; to further the Athletic Training profession through leadership and service; and to expand the practical and theoretical foundations of Athletic Training practice through research and scholarship.

This mission is governed by five strategic goals:

Strategic Goal 1: Outstanding Undergraduate Education - Athletic Training at Ohio State will be a "benchmark program" that is renowned for both its teaching and clinical education excellence. Graduates of the program will understand the theory behind the practice of Athletic Training, will apply this theory through skilled clinical practice, and will be living examples of the commitment, work ethic, and dependability that compose the Athletic Training heritage of Ohio State.

Strategic Goal 2: Excellence in Clinical Practice – Ohio State will be acclaimed for the quality and diversity of clinical practice opportunities afforded to students and for the exceptional health care delivered to our patients. Students will value the fact that clinical practice and scholarly study are interdependent and will make clinical excellence one of their highest priorities.

Strategic Goal 3: Extension of Advanced Knowledge - Ohio State will be a distinguished institution for post-graduate study. The doctoral preparation of future Athletic Training faculty is paramount to the advancement of the profession and Ohio State will become a recognized leader in this preparation.

Strategic Goal 4: Leadership and Service Distinction - Ohio State will be nationally prominent for its leadership within the Athletic Training and sports medicine communities. Faculty, staff and students will be active and vocal contributors to their professional associations.

Strategic Goal 5: Expansion of Scholarly Knowledge - Ohio State will be recognized for its contributions to the theoretical and evidence based foundations of Athletic Training practice. OSU will become a leader in furthering the knowledge base in Athletic Training and sports medicine.

c. Philosophy

In the Athletic Training Division, the only acceptable professional goal is excellence. In order to be successful, you must be committed to excellence in **all** phases of your program, including scholarship, clinical practice, and personal development. In healthcare, no patient/athlete wants or deserves mediocre care and no student should work to be a mediocre caregiver. We must work to provide the best care possible whenever and wherever it is needed. To do this, you must demonstrate exceptional commitment to knowledge, skill development and personal responsibility. This can only happen when you are prepared to learn AND actively seek to apply your knowledge. This requires a marriage between classroom preparation and clinical practice where knowledge is not something that is merely *given* to a student, but is instead *actively sought* by the student. Students must constantly work to learn from what they see, improve their understanding and refine their skills. This involves seeking out ongoing interaction between the student and the instructor. The classroom and clinical education programs in Athletic Training at Ohio State contain a wealth of knowledge and experience to be gained, but **as a student, you will only get from this program what you actively seek**. At the same time, you can't effectively seek knowledge without first demonstrating a strong and genuine professional commitment and sense of personal responsibility. Always remember, **no one cares how much you know until they know how much you care.**

II. Division and Faculty Contact Information

a. Division Contact Information

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III. Academic Program

a. Overview

The professional education program in Athletic Training is three years in duration and follows one or more years as a pre-AT student. Entry into the professional program is selective and competitive. Students may use transfer credit for pre-professional and general education coursework, but transfer credit may not be used for required professional courses except in rare instances and then only by petition to the Division Director. The professional program is comprehensive and includes **both** didactic (classroom) and clinical education segments. These two segments **are not** be separate from each other. Instead, they are intimately linked and both are part of our goal to produce the best Athletic Trainers possible. The classroom education segment focuses on the theory and knowledge behind the practice of Athletic Training. The clinical education segment focuses on the real-world application of this knowledge in managing injuries and illnesses to the physically active. Without the clinical portion of the curriculum, the classroom portion has little value because there is no application of knowledge. Likewise, without the classroom portion, the clinical portion has little value because you cannot apply information you do not have. Students should place **equal priority** on success in **BOTH** portions of the curriculum. To this end, students should understand that their supervised clinical experiences are part of their educational curriculum and **students should never think of themselves as “working” or “covering” a sport or being the assigned athletic trainer for a sport.** Instead, they should think of themselves as Athletic Training students and understand that they are assigned to a specific clinical instructor who will supervise and mentor their clinical experience within a particular clinical setting or settings. This clinical experience will frequently involve some student autonomy in activity and collaboration in decision-making between the student and clinical instructor, but students are **never** the primary person responsible for the care of an athlete or team and student care and decision making is always supervised.

b. Advising

Pre-AT students are advised through the SAMP Student Affairs office (614-292-1706). Once admitted to the AT major, students are assigned an advisor from the Division of Athletic Training. You should be notified of your advisor early in the autumn quarter or you may contact the Division Director to identify your assigned advisor. You should make an appointment to meet with your advisor at your earliest convenience. Your advisor will assist you with registration & scheduling matters as well as any other academic matters. Advising is much more than just scheduling, so make good use of your advisor’s experience and resources; they can be of great use to you.

c. Registration & Scheduling

Upon admission to the program, the office of professional admissions will change your enrollment status to list you as an Athletic Training Major. Once they have done so (mid-June), you will be able to enroll in the AT major courses (see the program of study). Please contact the SAMP Student Affairs office (292-1706) with any difficulties in registering for your first set of courses in the major.

Students are responsible for completing all required coursework and clinical experiences. This may pose conflicts with taking elective courses outside those required for the Athletic Training Major. Because clinical education is equally important with classroom education, elective courses (i.e. courses not specifically required toward your A.T. degree or meeting GEC requirements) **SHALL NOT** interfere with your scheduled clinical experience times. You should schedule elective coursework at times (or during quarters) that will not conflict with your required clinical experiences. In order to avoid conflicts, students are required to contact their assigned clinical instructor for the upcoming quarter in order to determine when the clinical education rotation is scheduled. Students will then be able to schedule elective courses around both their AT courses and their clinical education. Throughout this process, your advisor is available to assist you in scheduling, but you are responsible for completing your program. To schedule and register, first make a scheduling appointment with your advisor during the period prior to your registration date. **Bring an already prepared schedule with you to this advising/scheduling appointment.** Your advisor will review your schedule and your program of study and will help you modify the schedule as needed.

d. Didactic Education

i. Overview and Philosophy

Education is not something that can be “given” to a student. Instead, an education is something that the student constructs by consuming, organizing, and applying the information and experiences made available to them. The only way to be successful in this program is for the student to **take responsibility for his/her education** and to **seize every opportunity** to learn and improve. The Athletic Training Division goes to great lengths to provide students with leading edge materials and instruction in all aspects of Athletic Training and with supervised hands-on experiences to put this instruction into practice. However, it is the student and only the student who controls his/her learning. To this end, students **MUST** embrace their professional responsibility to become the best practitioner that they can be and should actively seek out knowledge and experiences to help them reach this goal. You will not learn by having exposure to ideas and experiences. You will only learn when you purposefully seek to engage in those ideas and experiences. Therefore, students should take the responsibility of asking questions of their classroom and clinical instructors and should constantly seek feedback about improving their level of knowledge and proficiency.

ii. Required Professional Courses - see OSU [Course Offerings Bulletin](#) for descriptions and prerequisites. See program retention requirements for minimum grades in these courses.

1. Allied Med 430 – Sports Nutrition (or Human Nutrition 310)
2. Allied Med 500 – Medical Terminology
3. Allied Med 680.01 – Research Design in Biomedical Sciences
4. Anatomy 200 – Introductory Anatomy
5. Biology 113 – Biological Sciences: Energy Transfer & Development
6. Chemistry 121 – General Chemistry I
7. Chemistry 122 – General Chemistry II
8. EDPAES 103 – Health and Well Being in American Society
9. EDPAES 490.12 – Fitness Program Development & Evaluation: Muscular Strength & Endurance
10. EDPAES 500 – Science of Physical Activity for Health Care Professionals
11. EDPAES 501 – Lab for Science of Physical Activity for Health Care Professionals
12. EEOB 232 – Introductory Physiology
13. Physics 111 – General Physics: Mechanics & Heat
14. Psych 100 – General Psychology
15. Statistics 135 – Introductory Statistics
16. ATH TRNG 303 Basic Athletic Training
17. ATH TRNG 350 – Managing Risks, Emergencies, & Patient Care in the Pre-season
18. ATH TRNG 420 – AT Injury Evaluation 1
19. ATH TRNG 421 – AT Injury Evaluation 2
20. ATH TRNG 422 – AT Injury Evaluation 3
21. ATH TRNG 430 – Experience in AT 1
22. ATH TRNG 431 – Experience in AT 2
23. ATH TRNG 432 – Experience in AT 3
24. ATH TRNG 521 – AT Therapeutic Exercise 1
25. ATH TRNG 522 – AT Therapeutic Exercise 2
26. ATH TRNG 530 – Experience in AT 4
27. ATH TRNG 531 – Experience in AT 5
28. ATH TRNG 532 – Experience in AT 6
29. ATH TRNG 540 – Care of Medical Emergencies, Trauma & Disease
30. ATH TRNG 550 – AT Biomechanics
31. ATH TRNG 600 – AT Ethics
32. ATH TRNG 610 – AT Therapeutic Modalities
33. ATH TRNG 620 – Pharmacology in AT
34. ATH TRNG 625 – Administration in AT
35. ATH TRNG 630 – Experience in AT 7

36. ATH TRNG 631 – Experience in AT 8
37. ATH TRNG 632 – Experience in AT 9
38. ATH TRNG 635 – Psychological Aspects of Sports Injury
39. ATH TRNG 640 – AT Special Topics

iii. **Sample Schedule** - This schedule is a **sample** and your specific course schedule is likely to be different than this one. See your advisor for help in putting together your individual plan of study. The curriculum is designed to be completed by full-time students in consecutive quarters. Students who wish to deviate from the usual sequence must petition the Athletic Training division and submit a written plan outlining in detail the manner in which they will complete the program. All petitions will be reviewed and considered, but no guarantee of approval is made for atypical plans of study. Some students may enroll part-time in some terms based upon already completed coursework.

Quarter	Freshman	Sophomore	Junior	Senior
Summer		ATH TRNG 350 - managing risks, emergencies & patient care in the preseason (2) <i>TOTAL HRS = 2</i>		
Autumn	*MATH 148 - algebra & trig. & their applications (4) *PSYCH 100 - general psychology (5) ALLI MED 100 – allied med. professions survey (1) GEC (5) <i>TOTAL HRS = 15</i>	ATH TRNG 420 - evaluation & acute management of lower extremity pathology (5) ATH TRNG 430 – experience in AT 1 (2) ANATOMY 200 – introductory anatomy (6) GEC (3) <i>TOTAL HRS = 16</i>	ATH TRNG 530 – experience in AT 4 (2) ATH TRNG 610 – AT therapeutic modalities (5) EDPAES 500 – science of physical activity for health care professionals (4) EDPAES 501 – science of physical activity for health care professionals lab (1) GEC (5) <i>TOTAL HRS = 17</i>	ATH TRNG 630 – experience in AT 7 (2) ATH TRNG 635 – psychosocial issues, identification & mediation in physically active patients (4) STAT 135 – elementary statistics (5) EDPAES 103 – health & well-being in American Society (3) <i>TOTAL HRS = 14</i>
Winter	*CHEM 121 – general chemistry I (5) *ALLI MED 500 – medical terminology (3) *ATH TRNG 303 - basic A.T. (5) GEC (3) <i>TOTAL HRS = 16</i>	ATH TRNG 421 – evaluation & acute management of upper extremity pathology (5) ATH TRNG 431 – experience in AT 2 (2) CHEM 122 – general chemistry II (5) GEC (5) <i>TOTAL HRS = 17</i>	ATH TRNG 521 – AT therapeutic exercise 1 (5) ATH TRNG 531 – experience in AT 5 (2) ATH TRNG 550 - AT biomechanics (4) EDUPAES 490.12 – Fitness Prog. Dev & Eval: Muscular Strength & Endurance (2) GEC (5) <i>TOTAL HRS = 18</i>	ATH TRNG 620 – pharmacology in AT (3) ATH TRNG 625 - administration in AT (4) ATH TRNG 631 - experience AT 8 (2) ALLI MED 680.01 – research design in biomedical sciences (3) GEC [History 1] (5) <i>TOTAL HRS = 17</i>
Spring	*BIOLOGY 113 – biological sciences: energy transfer & development (5) *EEOB 232 – introductory physiology (5) ENGLISH 110 – first year English composition (5) <i>Apply for Admission to the major by March 31</i> <i>TOTAL HRS = 15</i>	ATH TRNG 422 – evaluation & acute management of head & spinal pathologies (4) ATH TRNG 432 – experience in AT 3 (2) ATH TRNG 540 – care of medical emergencies, trauma & disease (5) PHYSICS 111 – general physics: mechanics & heat (5) <i>TOTAL HRS = 16</i>	ATH TRNG 522 – AT therapeutic exercise 2 (5) ATH TRNG 532 – experience in AT 6 (2) ATH TRNG 600 – A T ethics (4) ALLI MED 430 – nutrition for fitness (4) <i>TOTAL HRS = 15</i>	ATH TRNG 632 - experience in AT 9 (2) ATH TRNG 640 - special topics in AT (4) GEC (5) GEC (5) <i>TOTAL HRS = 16</i>

This is a sample program of study typical for Athletic Training majors. Individual student programs of study are developed with an advisor and may vary slightly.

* Courses are pre-requisites for admission to the profession program; Bolded courses are program requirements requiring a grade of “C-“ or “S” or higher

e. Clinical Education

i. Overview & Philosophy

Clinical education is an integral part of the professional curriculum in Athletic Training and is of equal importance with didactic (classroom) education. For this reason, all clinical activities occur as part of the *Experience in Athletic Training* clinical course sequence and credit hours are earned for them. These courses include both clinical education in the form of in-class assessment of integrated care and real-world clinical experiences where students engage in supervised clinical practice and gain experience. In order to be well prepared as Athletic Trainers, students must work diligently in the classroom to understand the material presented **AND** they must also work diligently in the clinical setting to apply their knowledge to real-world clinical situations and to develop a high level of clinical skill. Clinical experiences are **NOT** “work” experiences. Instead, they are educational experiences where classroom knowledge is applied in real-world settings.

1. Pre-professional students must complete a minimum of 25 hours of observation under the supervision of an ATC (supervisor must be licensed if required by the state). Normally, this observation is completed as part of ATH TRNG 303. Transferring students who wish to apply to the program are responsible for arranging their own observations and should contact the Division for guidance.
2. Professional program students will complete a course in pre-season care (ATH TRNG 350) and then a series of nine clinical experience courses (Experience in AT 1 – 9). These clinical courses provide clinical experience opportunities for students to practice their skills and apply them to real-world clinical situations. They also provide opportunities for evaluation of students’ competence in integrating clinical proficiencies as required for certification eligibility. Competence in these proficiencies is to be developed during clinical experiences and formally assessed in the classroom portion of the course. The grades in your clinical courses are partly determined by your demonstration of specific clinical proficiencies and partly by your performance in your clinical experiences as outlined in the syllabi for these courses. Clinical experiences will occur during every quarter in which the student is enrolled in the professional program as outlined below. Clinical experiences may be on campus or off campus depending on availability and will require afternoon, evening, and weekend time commitments. In some cases, clinical experiences over the summer may also be available. The level of necessary skill and given responsibility progressively increases with each clinical experience course (Sophomore focus is 70% didactic / 30% clinical, junior focus is 50% didactic / 50% clinical, senior focus is 30% didactic / 70% clinical). **Students must limit their clinical activities to only those areas for which they have completed supporting coursework.** When you are notified of your clinical assignment, you should contact the supervisor immediately to set-up a schedule for that experience. **You must contact your clinical supervisor no later than the 8th week of the quarter preceding the start of the clinical experience.** You will review your previous clinical evaluations with each succeeding clinical instructor to help you continue improving in your particular areas of weakness.

ii. Supervision during Clinical Education

Although one of the major goals in each year of clinical experience is for students to become autonomous in their skills & decision making, students should never confuse autonomy with unsupervised practice. Students will ALWAYS practice Athletic Training under the supervision of a BOC Certified Athletic Trainer who is licensed to practice in Ohio. Autonomy in practice by students refers to students becoming proficient to the extent that they collaborate in making and implementing decisions regarding the care of their patients. Students should work to become competent and comfortable in decision-making, but all care related decisions made by students must be reviewed with their supervisors prior to implementation. Clinical experiences will frequently involve student autonomy in activity and collaboration in decision-making, but students are never the primary care provider for a patient or team. To this end, it is wholly incorrect for a student to see themselves as

“the athletic trainer” for a team or to look at his/her time in clinical experience as “covering” a practice or a game. Instead, clinicals must be seen from an educational perspective and the students must see themselves as being there to learn and to increase in skill and to develop an understanding for and appreciation of all aspects of the profession.

iii. **Clinical Experience & Education Sequence**

All students in good standing in the Athletic Training Education Program are required to complete mandatory clinical education experiences as outlined below. These experiences are time intensive and require significant and ongoing commitment in order to succeed. Provisions are made to limit the overall amount of time students spend in clinicals and to provide for students to have specified days without clinical education. However, even with these mechanisms in place, there is probably no major at the university that requires more time investment than athletic training.

First year (sophomore) clinical experiences are completed primarily on-campus with OSU athletics and begin the first week of August, roughly 8 weeks before autumn quarter classes begin. These preseason early clinical experiences are associated with the ATH TRNG 350 course and represent an introduction to clinical practice for incoming novice students. The time commitment is full-time and **it is not possible to hold outside employment during this pre-season period**. The preseason rotations include experiences at Ohio State and at several of our affiliates such as Ohio Wesleyan University and Ohio Dominican University.

Once classes begin, students complete a different clinical experience each quarter of the academic year and these are part of the *Experience in Athletic Training* course sequence. The purpose and philosophy of the first year experiences is for students to refine and become autonomous in the basic skills previously taught and to develop skill in evaluation and management of athletic injuries and illnesses as taught in the accompanying didactic courses. First year students do not function in the role of ‘team athletic trainers’ and should not expect to provide comprehensive care to their patients nor should they expect to travel with teams. Instead they should work to develop professional values and to improve their skills through direct, hands-on patient evaluation and care under the supervision of their clinical instructors. The conceptual focus is 70% didactic and 30% clinical in this year. They should also work to learn policies and procedures and learn to interact with the Athletic Training staff, athletes, and physicians who do provide comprehensive care. Students are referred to the [sophomore clinical evaluation form](#) for specific expectations.

Second year (junior) clinical experiences also change each quarter and will also include a general medical rotation in addition to more traditional clinicals. In most cases, all experiences in this year will be at a site outside of OSU athletics and generally off-campus. The purpose and philosophy of these second year experiences is for students to refine and become autonomous in the evaluation and care skills taught in the previous year and to develop skill in comprehensive rehabilitation of athletic injuries and illnesses as taught in the accompanying didactic courses. They should also work to gain understanding and appreciation of the practice of Athletic Training in alternative settings through their off-campus experience(s). Second year students will have an active and growing role in providing care to patients and will participate in supervised travel experiences with teams while in their off-campus rotations. These students should work to improve their skills through direct, hands-on patient care stressing both injury evaluation and treatment / rehabilitation of injuries to patients. By the end of the year, students are expected to be comfortably proficient in most activities and require very little day-to-day instruction in basic administrative duties required in health care facilities. The conceptual focus is 50% didactic and 50% clinical in this year. Students are referred to the [junior clinical evaluation form](#) for specific expectations.

Final year (senior) experiences are somewhat different in that the student will spend the entire year in a single clinical experience that is the focus of their education. The purpose and philosophy of the final year experience is for students to refine and become autonomous in their rehabilitative skills and

to develop skills in administration and the delivery of comprehensive care to their patients. To this end, students in their final year are expected to take a much more active role, serving as if they were “team athletic trainers” in their experiences. Students are supervised at all times, but are expected to take a large and important decision-making role in the care of their patients. In addition to comprehensive care for their patients, these students should manage administrative duties such as assisting in the supervision and clinical education of first-year students, managing facility logistics, etc. The conceptual focus is 30% didactic and 70% clinical in this year. Students are referred to the [senior clinical evaluation form](#) for specific expectations.

iv. Athletic Training Clinical Experiences v. Voluntary First Aid Activities

Under [Ohio Law](#), students may only perform Athletic Training activities when in a supervised clinical education program that is a formal part of their professional education. **Students may never perform Athletic Training activities outside of their educational program nor when they are unsupervised.** It is foreseeable that students may occasionally find themselves in unplanned situations where they may be on a field or in an Athletic Training facility and their supervisor is not physically present for a brief period of time (e.g. supervisor uses the restroom). During such unsupervised situations, students **SHALL NOT** perform Athletic Training activities. To this end, **every** student will read, understand, and sign a [clinical practice agreement](#) at the beginning of each assigned clinical experience that clarifies the permissible activities of a student when unsupervised. Students are referred to this agreement form for specific details about unsupervised activities. In short, these permissible activities involve acting as a voluntary first aid provider and not as an Athletic Training student. As such, unsupervised students should immediately contact their supervisor in the event of an injury and may only perform basic first-aid and prophylactic procedures (not related to any specific injury) and may not make any decisions regarding the evaluation, care, rehabilitation, or playing status of an athlete/patient until the supervisor returns to the scene and can oversee the student’s activities.

f. Guidelines for Students in Clinical Experiences

i. General Guidelines

1. Students are referred to the Appearance & Professional Conduct guidelines outlined in section V of this handbook.
2. Students are expected to be punctual for assigned clinical experiences. In the event that you will be late or cannot be present for a clinical, **you must notify your clinical supervisor immediately.** Outside employment or student organization obligations are not valid reasons for attendance problems in your clinical experiences. Ongoing punctuality problems or absenteeism are grounds for removal from the clinical experience and ultimately failure of the student’s current *Experience in Athletic Training* course.
3. Students will complete a [clinical practice agreement](#) for each clinical experience.
4. Students must actively work to develop proficiency in their clinical skills. To this end, clinical proficiency will be regularly evaluated. Students will be provided with copies of all evaluations and will be expected to maintain a clinical portfolio outlining their clinical skill progress. Discussions with their assigned clinical instructors regarding evaluations and the contents of the clinical portfolio will be required to clarify areas that need improvement. Likewise, students will evaluate their clinical instructors at regular intervals to provide feedback on useful behaviors and behaviors that are not useful. End of quarter evaluations include suggestions of areas in which the student needs additional development. Students will review their stated weaknesses with the supervisor of their next rotation in order to help ensure ongoing student development.
5. Students are referred to the financial section of this handbook for information regarding clinical experience conflicts with outside employment. Outside employment **MAY NOT** conflict with clinical experience assignments. Ongoing punctuality problems or absenteeism are grounds for removal from the clinical experience and ultimately failure of the student’s current *Experience in Athletic Training* course.

6. Enrollment in elective courses (those not required for the Athletic Training Major) should be during times or academic terms when they will not conflict with clinical assignments. Students are expected to honor their clinical education responsibilities first and foremost over their elective course enrollment wishes.
- ii. **Clinical Proficiencies** - Specific guidelines for the completion of required clinical proficiencies are distributed to students in clinical classes.
 - iii. **Specific Student Responsibilities at the Beginning of Each Clinical Experience** - Students in clinical experiences should abide by the policies outlined in this handbook. Additionally, students should do the following when assigned to a clinical experience:
 1. Upon receiving notification of a clinical assignment, **immediately** contact the clinical supervisor to arrange start dates and determine a clinical schedule. This should be done **BEFORE** scheduling courses for the term so that you know where and when you will have clinical experiences that you need to work your elective courses around.
 2. Complete an orientation session to the facility where the clinical experience is to be completed.
 3. Complete the [goal sheet](#) based upon your previous clinical experience's exit evaluation and review the goal sheet with your new clinical supervisor.
 4. Read, understand, and sign the [clinical practice agreement](#) outlining the difference between a student's permissible activities when supervised and unsupervised (every quarter).
 5. Familiarize yourself with the specific policies / procedures of your facility and ask for clarification of any point(s) about which you are unsure.
 6. Clinical experiences generally continue to the end of a season and frequently may involve time over scheduled university breaks. Make sure you clarify the duration of the experience with your clinical supervisor **at the beginning of the experience**.

IV. Retention in Program / Conditions to Remain in Good Standing

Refer to the [SAMP student handbook](#) for policies regarding academic and/or professional probation and disenrollment. Students placed on probation will be given specific conditions which must be met to remove their probationary status. **Students who incur more than one cause for probation in the same quarter OR who incur an additional violation while on probation may be recommended for disenrollment from the School of Allied Medical Professions or dismissal from The Ohio State University.**

Students are required to complete all programmatic requirements outlined in this handbook. These requirements are generally updated annually. Therefore, the most recent version of this handbook replaces any previous editions. Any such modifications will be clarified in writing and will be distributed to all students in the program and will also be available online through the SAMP website (<http://amp.osu.edu/AT>).

Students may petition the Division Director for clarification of program requirements or code of conduct issues without prejudice. Also, the School of Allied Medical Professions and the Ohio State University have specific procedures by which students may file grievances. You can find more information about these procedures by contacting the Student Affairs office in the School of Allied Med (292-1706) or at http://studentaffairs.osu.edu/resource_csc.asp.

TO BE RETAINED IN GOOD STANDING IN THE PROFESSIONAL PROGRAM, STUDENTS MUST:

- a. Maintain a 2.20 or better cumulative point-hour ratio (grade point average) for **all** coursework. Failure to do so will result in the student being placed on probation. Failure to satisfy the conditions of probation may result in disenrollment from the program.
 - i. a **cumulative** point-hour ratio of less than 2.20 will result in the student being placed on academic probation. This probation will not initially prevent the student from enrolling in professional courses or clinicals, but failure to satisfy the conditions of probation may result in disenrollment from the program.

- ii. a **quarterly** point-hour ratio of less than 2.20 will result in an academic warning being issued to the student. If a student earns a quarterly point-hour ratio of less than 2.20 for two out of three consecutive quarters the student will be placed on academic probation. This probation will not prevent the student from enrolling in professional courses or clinical experiences, but failure to satisfy the conditions of probation may result in disenrollment from the program.
- b. Complete each required course in sequence and earn the minimum grade outlined below. Failure to earn the minimum required grade will result in the student being placed on academic probation; requires that the course be re-taken *at the first available offering* (by university rule); and may prevent the student from enrolling in professional courses and clinical experiences as outlined below.
 - i. **Category 1a courses:** earn a minimum grade of “C-” or “S” in the following courses. Failure to do so results in academic probation AND indicates that you have not demonstrated adequate professional competence. This **prevents the student from enrolling in professional courses or clinical experiences** until the deficiency is corrected and competence is demonstrated. In essence, this means that the student is moved back at least one year in the program.
 - 1. ANATOMY 200 (or equiv.), all ATH TRNG prefix courses
 - ii. **Category 1 courses:** earn a minimum grade of “C-” or “S” in the following courses. Failure to do so results in academic probation but does not initially affect our determination of your professional competence and does not prevent enrollment in future professional courses or clinical experiences, however failure to satisfy the conditions of probation may result in disenrollment from the program.
 - 1. ALLIED MED 430, 500, 680.01, BIOLOGY 113, CHEMISTRY 121, 122, EDPAES 103, 500, 501, EEOB 232, PHYSICS 111, STAT 135
 - iii. **Category 2 courses:** earn a minimum grade of “D” or “S” or “PA” in **all** other courses not specifically listed above. Failure to do so results in academic probation but does not initially prevent enrollment in future professional courses or clinicals. Failure to satisfy the conditions of probation may result in disenrollment from the program.
- c. Meet Health and Capability Requirements
 - i. The Athletic Training Education Program is rigorous and intense and places specific requirements and demands on the students enrolled in the program. Athletic Trainers and Athletic Training Students must be able to perform certain mental, physical, and other tasks that are essential in providing care for their patients. These requirements are outlined in the Division’s [Technical Standards for Athletic Training Students](#) document. After being admitted to the program, Athletic Training students must submit a signed [certification form](#) stating that they believe that they can meet these standards with or without accommodation. The student’s statement is also confirmed through a physical examination by a licensed healthcare provider of the student’s choosing who also signs a statement on the form (physician, PA, or advanced nurse practitioner). The certification form must be on file before beginning the courses or clinical experiences of program. For specific details, please refer to the Technical Standards documents on the Division’s website.
 - ii. Enrolled students must complete or waive a vaccination series that meets the recommendations found in the *NCAA Sports Medicine Handbook* Guideline 1B. Vaccinations are available at minimal cost through the Wilce Student Health Center. The specific requirements include:
 - 1. Measles, Mumps, Rubella, Diphtheria, Tetanus (& boosters when appropriate)
 - 2. Hepatitis B series with follow-up blood titer – (if not already immunized, the series must be started prior to 3rd week of autumn qtr in 1st year in professional program)
 - 3. Varicella vaccine (or record of past disease / blood titer)
 - 4. Meningitis immunization is strongly recommended but is not required at this time.
 - iii. Have a tuberculosis skin test (one-step PPD) following acceptance into the Athletic Training Education Program. Tests are available at minimal cost from the Wilce Student Health Center.

- d. In the event that a student contracts a communicable disease, the student will be removed from all patient contact situations until he/she is cleared for patient contact by one of our team physicians who is responsible for the health and welfare of our student athletes.
- e. Pass a background check upon admission to the major. While not currently required, it is foreseeable that College of Medicine / OSU Medical Center policies could be revised to require annual background checks for students. Student who wish to participate in paid extra events through the department of athletics (camps, OHSAA events, etc) will have to pass an annual background check.
- f. Complete appropriate clinical proficiencies (part of the *Experience in Athletic Training* course sequence). Because *Experience in AT* courses are 1) sequential and assume mastery of previous clinical proficiencies and 2) are categorized as Category 1a courses,, failure to satisfactorily complete these proficiencies (identified in the syllabus for each course) precludes the student from enrolling in subsequent professional courses and clinical experiences. . As part of the *Experience in AT* courses, students must demonstrate at least minimal competence in order to enroll in future professional courses and clinicals. We define minimal competence as receiving at least a 70% overall grade in the course **AND** at least a 70% on the final clinical evaluation. Failure to do so mandates repeating the course.
- g. Comply with the expectations outlined in the *Professional Expectations for Students* Section of this Handbook (Section V).
- h. Comply with the Standards of Practice for Athletic Training published by the Board of Certification (<http://www.bocalc.org/atc/STD/>)
- i. Comply with the Ohio Athletic Training Laws found in title 47, section 4755.60 of the Ohio Revised Code (<http://otptat.ohio.gov/pdfs/ATLawsRules.pdf>) These laws are strictly enforced and the Division considers violations of the state practice act to be very severe infractions.
 - i. In Ohio, students are exempted from holding an Athletic Training license only when practicing as formal parts of their educational program. Practicing Athletic Training or holding oneself out as an athletic trainer outside of the student's educational program is illegal and may be grounds for program dismissal.
 - ii. Under Ohio law, criminal convictions involving "moral turpitude" disqualify applicants for Athletic Training licensure and therefore may be grounds for disenrollment.
 - iii. Under Ohio law, evidence of ongoing alcohol or substance abuse that interferes with one's ability to perform Athletic Training disqualifies applicants for Athletic Training licensure and therefore may be grounds for disenrollment.
- j. Comply with the University's Code of Student Conduct found at <http://oaa.osu.edu/coam/code-of-student-conduct.pdf>
- k. Obtain Additional Training & Maintain Certifications:
 - i. **First-Aid certification** must be valid at all times while students are engaged in clinical experiences. A lapse in certification is grounds for immediate removal from clinical experiences which may result in a failing grade in the accompanying *Experience in AT* course.
 - ii. **CPR certification** must be valid at all times while students are engaged in clinical experiences. A lapse in certification is grounds for immediate removal from clinical experiences which may result in a failing grade in the accompanying *Experience in AT* course. CPR certification must meet Board of Certification requirements for Athletic Trainers. This generally means CPR certification at the "Professional Rescuer" or "Health Care Provider" level or above. See the OSU Athletic Training website for a list of currently approved providers. Note: "on-line" CPR certifications are not acceptable, regardless of the certifying agency.

- iii. **AED** certification must be valid at all time while students are engaged in clinical experiences. A lapse in certification is grounds for immediate removal from clinical experiences which may result in a failing grade in the accompanying *Experience in AT* course.
- iv. **HIPAA** training (one time) is required, is provided at no cost, and must be completed prior to the end of the 3rd week of classes or the student will be removed from clinical experiences.
- v. **Bloodborne Pathogen** training (every year) is required for all students. Returning students may not begin clinical experiences unless they have completed bloodborne pathogen training within the previous 12 months.

V. Professional Expectations for Students

- a. **OSU Medical Center Identification Badge & Background Check** – Students must obtain an OSUMC photo identification badge. These badges are at no cost to the student and are to be worn at all times for off-campus clinicals unless the site has its own policy for uniforms. Badges are issued by OSUMC Security (Rhodes Hall S-35). See the Division Office for details on how to obtain an OSUMC ID Badge. Passing a Background Check is required in order to obtain an OSUMC ID. These are performed by Hospital Security and any costs involved are the responsibility of the student.

- b. **Professional Attire**

An important part of professional conduct is appearance. Students should be aware that clinical experiences require specific professional attire. Students who do not comply with the dress code for their clinical experience may be excused from the experience for the day. An ongoing pattern of inappropriate dress may be grounds for dismissal from the experience and/or program. Students should clarify the dress code for their specific experience with their clinical supervisor on or before the first day of the experience. Uniforms for on-campus clinicals are provided to students, largely at no cost. Students should check with their clinical supervisor regarding dress code for off-campus clinicals (which may differ from the on-campus dress code).

- i. **OSU Issued Uniform** – All **new** students will be issued the following items when they begin their first clinical experience. Returning students will be issued items depending on availability. These items are only to be worn for clinical assignments and should be worn during **all** on-campus clinicals including all time in the Athletic Training facilities, practices, and games (unless otherwise directed by your clinical supervisor). All clothing items should be clean and pressed. Game uniforms may differ (e.g. shirt & tie, skirt or dress, etc.) and you should clarify uniform requirements for games and team travel with your clinical supervisor.

1. White Athletic Training Shirt
2. Red Athletic Training Shirt
3. Athletic Training Sweatshirt
4. Wind Pants and Jacket
5. Winter Coat
6. Rain Suit
7. Athletic Shoes

- ii. **Uniform Items to be Purchased by the Student** – Students are required to provide their own khaki pants and shorts to be worn during clinical experiences. The officially required pants and shorts are described on our website at <http://amp.osu.edu/at/10340.cfm>). **Order in June in order to ensure items are in stock.**
- iii. **Off-Campus Uniform** – Students should clarify uniform requirements for assigned off-campus clinical experiences with their clinical supervisor. If the supervisor requires no specific dress code, students should adhere to the on-campus dress code.
- iv. **Uniforms for Extra Events** – On occasion, there will be opportunities for students to participate in extra events (e.g. BigTen or NCAA Championships, intramurals, etc).
 1. **On Campus** - When these events are on-campus **and** organized through OSU athletics, you will be supervised by an ATC and the event is considered to be part of your current clinical

experience. Therefore, the OSU on-campus uniform requirements are in effect. If the event is a voluntary on-campus, but not part of OSU athletics (i.e. you are not being supervised by an ATC), then you are acting as a first-aid provider and not an Athletic Training student and such opportunities are not affiliated with your education program. Because you are not acting as an Athletic Training student at these events, you **SHALL NOT** wear **ANY** OSU Athletic Training attire during these events.

2. **Off-Campus** – voluntary extra events that are off-campus and not part of your supervised clinical experience are not part of your educational program. If you participate in such events that are not supervised by an Ohio State University Athletic Trainer, you are acting as a first-aid provider and not an Athletic Training student. As such, you **SHALL NOT** wear **ANY** OSU Athletic Training attire during these events.

c. Professional Appearance & Grooming

Good grooming and personal hygiene are essential for health care providers and usually is the basis for your patients' first impressions of you. Along these lines, students should maintain a neat and professional appearance at all times during clinical experiences. Their appearance should not distract from the professional image they are trying to develop. Any jewelry should be minimal, professionally tasteful, and not interfere with performance of clinical procedures (e.g. rings are often incompatible with manual therapy techniques). Extremes of appearance are to be avoided during clinicals. Clarify appearance expectations with your clinical supervisor prior to beginning each clinical experience.

d. Professional Conduct

- i. **Personal Responsibility** – Among your first and most important goals in this program is to earn the professional respect of your patients, peers, and supervisors. This respect is key to earning your patients' confidence, key to developing bi-directional communication with physicians and coaches, key to obtaining recommendations that lead to employment opportunities, and key to your ultimate professional success. You will never earn this respect without first demonstrating the high degree of personal responsibility and self-sacrifice that goes with being in a profession that puts the well being of others as its highest priority.

You need to demonstrate personal responsibility on a daily basis in this program. You can do so by first demanding excellence of yourself and second demanding it from those around you. You must assume personal responsibility for your own success by seizing upon every available opportunity to grow and develop professionally and seeking out the quality opportunities that are less available. You must assume personal responsibility for the health and well-being of your patients by never compromising their quality of care or assuming someone else will make sure the patient gets the care that they need. You must assume personal responsibility for the quality and condition of your working environment by being meticulous about the upkeep of facilities and equipment. You must assume personal responsibility for getting the job done by never blindly assuming that someone else will take care of it. You must assume personal responsibility for your reputation and this program's reputation by never compromising on your professionalism and work-ethic. You must assume personal responsibility for your conduct in your classes, your clinicals, and in your personal life and recognize that all three will influence people's respect for you. You must assume personal responsibility for your mistakes by acknowledging them and learning from the constructive criticism that accompanies them. You must assume personal responsibility for maintaining the legacy of the students who went before you by working hard to be excellent rather than assuming you will be excellent simply because others who preceded you worked hard and became excellent.

- ii. **Sound Judgment** - As a healthcare provider, your ability to make sound judgments while under pressure is absolutely vital to your success and to your professional credibility. Anything that would cause the soundness of your judgment to be questioned will weaken your reputation and therefore your effectiveness. This is true of both your professional and personal judgment. On a professional level, you are held to a legal standard of care that involves acting in the manner that would be

expected of a reasonable and prudent person with similar training. Part of this is practicing within the bounds of a student and not overstepping your bounds by engaging in unsupervised practice. It would be both unethical and illegal to do so.

On a personal level, your judgment will be a significant factor in your ability to garner favorable recommendations, to open doors to new opportunities, and to earn the respect of your peers, patients, and supervisors. Do not make the mistake of thinking that your actions in your private life will not influence your professional life...the two are far more interrelated than many students realize. Your actions outside of your duties as an athletic training student can and do affect your future. Lapses in judgment such as alcohol or controlled substance law violations, poor conduct at professional meetings or alumni functions, inappropriate voicemail greetings or email addresses, posting embarrassing (or illegal activity) photos or information on publicly accessible websites (like myspace & facebook), etc will cause your judgment to be questioned by your peers, your supervisors, your patients and your potential employers. If you demonstrate questionable judgment, you should not expect to receive favorable recommendations from your faculty nor should you expect the faculty to put their personal reputation or this program's reputation in jeopardy by creating opportunities for you. If you want access to the kinds of opportunities that this program is known for creating, then earn them through your judgment and your work ethic.

iii. Removal from Clinical Experiences – Clinical supervisors have a primary responsibility to ensure the safety of and provide care for their patients. To this end, a clinical supervisor may remove a student from his/her clinical experience at any time for conduct that compromises the safety or care of the patient or others in the clinical site. Behaviors that are grounds for temporary removal from the clinical experience include but are not limited to confidentiality breeches, harassment, absenteeism or tardiness, malpractice / negligence, failure to fulfill responsibilities, or other activities that the supervisor deems as unsafe or inappropriate. Students are removed from experiences on a temporary basis and may be reinstated. Removal from a experience for more than three days requires the concurrence of the Division Director and Clinical Coordinator. Students removed for the remainder of the term for disciplinary or patient safety reasons will not be reassigned to another clinical until the next experience cycle. Removal from a clinical experience will most certainly **impact the clinical grade** of the student, possibly to the extent that it requires repeating the course. **Ongoing patterns of unsafe / unprofessional behavior may be grounds for disenrollment from the major.**

iv. Care of Facilities and Equipment – We have excellent facilities and equipment for student use during classes, laboratories, and clinical experiences. These will remain excellent only if **EVERY** student takes personal responsibility for their care and upkeep. If you don't take pride in maintaining what you have, you will not have it. For example: No cooler (or lid) should EVER be put away without being washed and disinfected. All patient care areas should be kept meticulously clean at all times. Golf carts should be driven far more carefully than you drive your own car. Whirlpools should be spotlessly cleaned every time they are emptied. All Athletic Training facilities should be treated like a hospital and not like a locker room. Supplies are expensive and should never be wasted. Access to our facilities and equipment should be closely monitored and problems reported immediately. You are not to take equipment off-site without consent of your supervising athletic training(i.e. no coolers at your home)

A few general guidelines to follow include:

1. if it needs done....**YOU** do it and don't assume someone else will
2. if you take it out....put it away when you are done
3. if you make it dirty....clean it up
4. if you used the last one....re-stock or tell your supervisor if we are out
5. if someone shouldn't be using something....don't let them have it

6. if you broke it...fix it or accept responsibility and tell your supervisor. We realize that accidents happen.
7. if you haven't been trained to do it...don't do it without your supervisor's assistance
8. if you are unsure....ask your supervisor

- v. **Patient Confidentiality** – Patient confidentiality is of the utmost importance, particularly in athletics where the press is a constant presence. At no time should that confidentiality be breached. Other than their supervisors and overseeing physicians, students should not discuss confidential patient / athlete information to anyone (including the press, fans, professional scouts, roommates, parents, boyfriends / girlfriends, etc.). When in doubt, the student should consult their clinical supervisors, and understand that these supervisors are the only persons who can be authorized to release any information. Likewise, all records are confidential and should **never** be removed from the clinical site without permission of the clinical supervisor. All students must comply with the provisions of the Healthcare Information Portability and Accountability Act of 1996 (HIPAA). Students will complete HIPAA compliance training when they enter the program. For the HIPAA privacy rule, see www.hhs.gov/ocr/hipaa/. Confidentiality breaches may be grounds for removal from a clinical experience. Ongoing patterns of confidentiality breaches may be grounds for disenrollment from the major.
- vi. **Public Relations and the Press** – Students in clinicals, particularly with OSU athletics or professional sports, may find themselves in situations where a friend, fan or member of the press asks them to provide information about an athlete. At all times, students should be very mindful about patient / athlete confidentiality in dealings with fans or the press. In dealing with the public or press, 1) always be polite, 2) inform them that you are legally prohibited from releasing **any** medical information without a written release, 3) **always** refer them to your clinical supervisor without providing **ANY** patient / athlete information, and 4) **nothing** you say to the press is ever “off the record.” Therefore, **NEVER** answer an athlete/patient question from any fan or member of the media. Instead, direct all such questions to your clinical supervisor.
- vii. **Professional Respect & Differences of Opinion** – It is foreseeable that students will have differences of opinion with other students or supervisors regarding patient care. In such cases, students should **NEVER** express to the athlete/patient their disagreement with the patient care or decisions of their peers, their supervisors or physicians. Instead, students should discuss disagreements privately with the other AT student, staff Athletic Trainer, or physician. Never argue in the presence of the patient – it only serves to undermine the patient's confidence in both you and the other person. Likewise, students should show appropriate professional respect for their instructors, supervisors, physicians, coaches, patients, etc. Disrespectful behavior is unprofessional and may be grounds for removal from a clinical experience. An ongoing pattern of disrespectful behavior may be grounds for disenrollment from the major.
- viii. **Relations with other Medical Professionals** – Students should be very professional when interacting with physicians and other medical professionals. These interactions are very important to the clinical education of the student and they are to be actively sought out. Students are encouraged to ask questions when appropriate and to use appropriate professional jargon. Avoid using laymen's terms with professionals and avoid using jargon with patients.
- ix. **Relations with Coaches** – It is important that students learn to develop professional relationships with the coaches of teams with whom they are completing clinical experiences. Generally, your clinical supervisor will provide status reports to coaches although students will be required to do this on occasion as part of their education. You should discuss how to handle coaches' questions with your clinical supervisor. Generally, students' interactions with coaches should increase with each clinical experience. Occasionally such interactions can present difficulties. If a student has difficulty with a coach or athlete, he/she should make this known to the clinical supervisor immediately. Most

problems can be easily resolved if approached early. Delay in dealing with a problem makes it more difficult to resolve.

- x. **Relations with Athletes and Patients** – The student-athletes and patients at The Ohio State University and any of our affiliated clinical sites are your **PATIENTS**. They are NOT your peers, NOT your social group, and NOT your dating pool. They can sometimes be your friends, but YOU must maintain the boundaries of such friendships so that you do not compromise your professional relationship. You must earn the respect of your patients in order to be effective care providers to them. The person who is your drinking buddy or date will almost never trust you to be the person who takes care of their serious healthcare needs. Likewise, providing alcohol for underage athletes can lead to disastrous consequences. Understand that the nature of your relationship with your patients is a professional one first and a friendship second. You are NOT in their chain of contact for emergencies and you **ARE NOT PERMITTED** to provide them care outside of your supervised role as a student. If a student athlete calls you personally to request care for a problem (whether it occurs in athletics or outside of athletics) you should advise them to seek care in an AT facility or in the emergency room as is appropriate and you should also notify your supervisor at the first opportunity to do so. You should never provide private “after hours” or “off the books” care that circumvents the healthcare plan that we have put in place for our student-athletes and patients. Doing so is both unethical and illegal.

Although your patients are typically of similar age and might be romantically interested, they are NOT an appropriate pool from which to select your romantic or sexual relationships. It would be an unthinkable **conflict of interest** to serve in a clinical experience providing care to a student-athlete with whom you have a romantic, sexual, or significant social relationship. It completely compromises your ability to make objective judgments about the care of patients who are in competition with your partner / friend for playing time. It can also compromise the respect other members of the athlete’s team have for you and even for other Athletic Training students who are working to earn their respect.

Engaging in romantic, dating, sexual, partying or other significant relationships with any patient (from any of our clinical sites) is **HIGHLY UNETHICAL** and is prohibited. **Students who participate in romantic, dating, sexual or partying activities with patients from ANY of our facilities (including affiliated sites) will be IMMEDIATELY REMOVED from their clinical for the duration of the experience.** This will happen on the first offense and no prior warning will be issued. This disciplinary action may cause you to fail your *Clinical Experience in AT* course and will also result in professional probation by the Division. This is regarded no less seriously than is malpractice. A second incident of entering into such a relationship with a patient will lead to a formal recommendation of disenrollment from the major.

If you are approached by one of our patients about entering into a romantic / sexual, or partying situation, **you are required to decline**. If you are at a party where your athletes show up, you are required to leave. You should never seek to be in such a relationship or situation with one of our athletes. If you are already in a relationship with a potential patient prior to beginning a clinical experience, you **CANNOT** be assigned to an experience in the same facility where this person receives care. You **MUST** notify the Clinical Coordinator or Division Director of the potential conflict of interest **PRIOR TO ASSIGNMENT** to any facility where you might have such a conflict. (i.e. tell us “*I have an ongoing relationship with a member of the _____ team so please don’t assign me to a clinical in the _____ facility.*”) Failure to disclose such a conflict of interest beforehand will be treated no differently than entering into a new relationship with a patient. While an accommodation will be attempted, students must understand clinical experiences are assigned in order to maximize a student’s learning experience and having to amend a rotation because of an existing relationship is still frowned upon and is in the long run shortchanging the Athletic Training student’s clinical education experience. Again, it is prohibited to pursue a relationship with an OSU student-athlete or any patient at any of our clinical affiliates.

- xi. Relations with Other Athletic Training Students** – romantic relationships with other Athletic Training Students at Ohio State are discouraged. In the past, the breakup of some of these relationships has created a hostile atmosphere in clinical facilities where the students are assigned. Such an atmosphere is detrimental to the learning of students and delivery of patient care in the facility. Students creating a hostile environment will be removed from their clinical for the duration of the experience and this may lead to a failing grade in the *Experience in AT* course. Similarly, relationships between upperclassmen and underclassmen in the program are discouraged. Upperclassmen are frequently in a position of authority or perceived authority over underclassmen. This authority relationship creates significant potential for real or perceived harassment situations. Therefore, students should not enter into (or attempt to enter into) romantic relationships with other Athletic Training students with whom they have an oversight role.
 - xii. Harassment & Discrimination**– Harassment of other students, athletes, staff, etc is a **severe** breach of professional ethics. Harassment and discrimination can take many forms including but not limited to sexual harassment (including sexual preference discrimination), gender discrimination, racial/ethnic discrimination, religious discrimination, sport-based discrimination, socioeconomic discrimination, etc.. Athletic Training must be a color blind and gender blind profession in terms of the quality of care provided. **No form of harassment or discrimination will be tolerated** and students engaging in such discrimination in classes or clinical experiences will be immediately removed from the experience. An ongoing pattern of harassment / discrimination may be grounds for disenrollment from the major.
 - xiii. Punctuality** – Students are expected to be punctual for their classes and clinical experiences. Tardiness is not acceptable for practicing professionals and it is therefore not acceptable for students. Any instance of tardiness should be accompanied by an appropriate excuse. Outside jobs and student organization obligations are not an appropriate excuse for tardiness or absenteeism. An ongoing pattern of tardiness or absenteeism is ground for removal from a clinical experience and potentially for disenrollment from the major.
 - xiv. Unethical & Criminal Activity** – Students are expected to abide by the University’s [Code of Student Conduct](#) and by all laws of the State of Ohio. Student conduct violations may result in severe penalties including expulsion from the University. Violation of state laws can potentially result in a student becoming ineligible to obtain a license to practice Athletic Training in Ohio and can therefore be grounds for disenrollment from the major. Any criminal activity may be grounds for disenrollment, including those incorrectly perceived as “minor violations” by students. Violations such as drug/alcohol/tobacco violations, theft, practicing Athletic Training without a license and more severe crimes are all potential grounds for disenrollment from the major.
- e. Communications**
- i. Verbal & Non-Verbal** – verbal communication is vitally important for athletic trainers. You are judged by others based on how you speak and what you communicate. A person’s first impression of you will likely be his/her strongest impression. To that end, you should work diligently to use professional language and vocabulary in your athletic training related communications. Your word choices should be appropriate to your audience and setting (e.g. jargon to professionals, lay language to patients). Vulgar and inappropriate language has no place in professional communications. Similarly, your body language should be professional, respectful, attentive and appropriate to the situation at hand. Be aware of what your body language conveys about your attentiveness and professionalism. It is terribly difficult to overcome a bad impression created by using poor communication skills.
 - ii. Email & Electronic Communication** – Email is a primary means of communication between the Division of Athletic Training and our students. Every student has an Ohio State issued email account and **this account is the ONLY email address that the program will use** for official

communications. Your email address is your OSU username (lastname.#) @ osu.edu. **Students should check their email in this account daily and make sure that their e-mailbox is not full.** Failure to check your email or to keep your e-mailbox cleaned out is never an acceptable excuse for missing official communications. If you choose to send professional emails from non-OSU accounts (e.g. hotmail, AOL, yahoo, etc), your choice of username can sometimes cast you in a less than professional light (e.g. 2hot4u@email.com). Please do not use inappropriate email addresses to send email communications in which you identify yourself as an Ohio State Athletic Training Student. To do so would be a poor reflection on you and on this program. Similarly, the things you chose to post on websites such as *facebook*, *myspace*, etc will also be a reflection on you. Do not make the mistake of thinking that these websites are private or that potential employers or selective clinical sites you've applied for will not have access to them. Posting photos or descriptions that paint you in a less than respectable or dependable light can adversely affect your clinical and or professional placements.

- iii. **Telephone** - Some students still list their parents' phone number as their official phone number in University records. If you have a local or cellular telephone number you would rather we use, please make sure the Division has this phone number on file for urgent communication with you. You should also add the AT facility phone numbers / supervisor cell phone numbers into your cell phone's address book so that you can reach your supervisor at any time. Also, your incoming voicemail greeting should be appropriate to the professional audience who might call you. Inappropriate voicemail greetings that are encountered by supervisors, potential employers, etc. are a poor reflection on you and on this program (e.g. "I'm not here, leave a f___ing message").
- iv. **Written** - For paper communications with you, the Athletic Training Division uses your current local address as listed in your official student record during the academic year and uses your permanent address during summer break. Please make sure your addresses are correct and up to date. If you live in the Columbus area over the summer, please make sure that your records reflect this.
- v. **FERPA** – The Family Educational Rights and Privacy Act (FERPA) governs access to your academic and program records. Without your release, the Athletic Training Division is unable to release any information about your educational program and experiences to anyone who does not have a legitimate education related use for that information (not even to your family or those who call for references). This becomes vitally important when you request letters of recommendation and for faculty and staff to serve as a reference for you. You will need to sign a FERPA release to allow program faculty and staff to discuss your experiences with potential employers, etc.

VI. Financial Information

- a. **Interference with outside employment** – The professional component of the curriculum requires students to complete extensive afternoon, evening, and weekend clinical experiences. Because of the dynamic nature, these clinical experiences will likely interfere with the student's ability to hold outside employment. Students need to make appropriate financial plans **prior to enrolling** in upper level A.T. division courses. While students are not strictly prohibited from holding outside employment, such employment **SHALL NOT** interfere with the student's ability to complete their clinical experiences. It is not possible to work an outside job during August-September pre-season clinical experiences. These experiences involve ALL first-year professional students (sophomores) and some second and third-year students (juniors & seniors). When faced with a choice between a job and your assigned clinical experiences, your clinical experiences must be the first priority. Missing scheduled clinical experience times will result in deductions on student's clinical evaluations which will affect the grade of the *Experience in AT* course and possible probation. An ongoing pattern of missed clinical times will likely lead to disenrollment from the major.
- b. **Tuition, Fees, Books, etc.** – These costs change annually and are variable. Current information about tuition, fees, and other costs can be found online through the office of professional admissions at http://www-afa.adm.ohio-state.edu/apps/prof/allied_cost.htm.

- c. **Background Checks** – all students must go through a background check as part of the process for obtaining a medical center ID. This is a College of Medicine requirement. These are performed through hospital security and any costs are borne by the student. The School of Allied Medical Professions retains a copy of the background check.
- d. **Student Liability Insurance** – CHANGE FOR 2009! - All students in the professional program are covered under a blanket liability insurance policy that is provided by the university AT NO COST to the student.
 - i. The University's student blanket policy provides liability coverage for **ALL ASSIGNED** clinical experiences, both on-campus and off-campus.
 - ii. The blanket policy **DOES NOT** provides coverage for any non-assigned events outside of your educational program that you may choose to work as a first aid provider (e.g. intramurals, volunteer events at high-schools, etc.) If you wish to be involved in these types of non-assigned events, you must purchase your own policy in addition to the Division blanket policy and you must provide proof of private insurance to the extra events coordinator (Katrina Stibel) before you will be entered into the pool of students for these events. There are several companies who provide plans and most are reasonably priced (\$30 – \$50 per year). See your Division Director for contact information. The division blanket policy is through HPSO (www.hpsso.org) and they also sell individual plans. The Division does not specifically endorse any particular provider of personal liability insurance plans.
- e. **Transportation to Clinical Sites** - Students are responsible for their own transportation to and from their clinical experience assignments. On-campus assignments are typically located at (or very near) sites on the campus bus loop, but some on-campus and all off-campus sites may require you to arrange your own transportation. In cases where you regularly get to a site by riding along with another student, it is expected that you will pay your share of the costs involved with that transportation. Inform the Clinical Coordinator and your supervisor of this **before** you miss a clinical session because of transportation issues so that a remedy may be sought.
- f. **Parking** – Sophomore students are not normally eligible for student parking permits. The Division has been able to arrange permission for our sophomores to obtain "C" permits that allow parking at the Woody Hayes Athletic Center and other athletics venues. See the Division Director for permission. Students who will travel with teams are eligible to purchase a "CP" parking pass that grants them overnight parking privileges in SURFACE LOTS (not parking garages or on Curl Dr.). The CP permit is necessary if a student wishes to leave his/her vehicle in a central campus lot while traveling overnight with teams. See your clinical supervisor for the authorization to obtain a CP permit. The cost of parking permits is borne by the student.
- g. **Immunizations & Physical Exam** – See the *Health and Physical Capabilities* section in this handbook for health screening and immunization requirements for the division. In the event that a student requires additional immunizations and/or a tuberculosis test to meet requirements, the cost of such immunizations is the student's responsibility. All required immunizations are available through the Student Health Center (no office visit fee).
- h. **First-Aid, CPR & AED Certification** – Students are required to maintain current first-aid, healthcare provider CPR, & AED certification during all clinical education experiences. Generally, an outside company will be contracted to provide a re-certification session (generally in the spring) where students may renew their certifications (cost is usually around \$45 for both). Costs associated with maintaining certifications /AED certification are the responsibility of the student. If your certification lapses, you will be immediately removed from your clinical experience. Note: "on-line" CPR certifications are not acceptable.
- i. **Uniforms** – See the *Professional Appearance* section of this handbook for a description of required uniforms. For on-campus clinicals, required uniforms are largely provided by the Department of Athletics at no cost to the student. Students are required to provide their own shorts (approx. \$20 - \$30 ea.) and pants

(approx. \$30-\$40 ea.). Off-campus clinicals may differ and students should contact their clinical instructor for dress code details.

- j. **Professional Associations** – Students are **strongly advised** to join appropriate professional associations. The most appropriate association is the National Athletic Trainers' Association. Membership has three parts; national membership, district membership (Great Lakes Athletic Trainers' Assoc. – NATA District 4), and state membership (Ohio Athletic Trainers' Assoc.). All three parts are included in the NATA membership dues (\$80 for full year; part-year membership fees are prorated). Costs associated with joining professional associations are the responsibility of the student. OATA student membership is available separately from NATA membership for \$5 through the OATA website.
- k. **Financial Assistance** - Procedures for applying for financial aid are available from the financial aid office of the University. Generally, deadlines for application are in the spring for aid in the following year. There are several competitive scholarships available through various professional organizations (which generally require membership) and through the Athletic Training Division (for professional students only). Additionally, there are typically several work-study positions for eligible students. Students in off-campus clinical education experiences may still receive federal work-study (see your supervisor for details). See the Division Director for scholarship and work-study information.

VII. Certification & Licensure

a. Certification

The entry-level credential for the practice of Athletic Training is "Certified Athletic Trainer" or "ATC." In order to become an ATC, students must complete their program of study (receiving a baccalaureate or higher degree) and pass a national certification examination given by the Board of Certification (see www.bocatac.org). This examination should be taken during a student's final quarter (usually April). Upon passing of the exam AND receiving a baccalaureate degree, the student will become an ATC. (i.e. if you pass the exam before graduating, you are NOT an ATC until you graduate). The cost changes periodically, but is presently \$275 + an application fee. The certification process will be discussed in detail throughout the student's program. Applying for the exam is solely the student's responsibility. Applications for the exam are completed on-line, and your Division Director must also complete an on-line endorsement for you AFTER you apply. The online registration site only allows the exam candidate to register him/herself. It is not possible for the Athletic Training Division to register a student for the exam.

b. Licensure

Presently, over 40 states require some form of licensure or registration in order to practice Athletic Training. In Ohio, licensure is required. Licensure information is available from the Ohio Physical Therapy, Occupational Therapy, and Athletic Trainers' Board (www.otptat.ohio.gov). The use of the term "student athletic trainer" is specifically defined and governed by the state licensure law to mean a student enrolled in a program that leads to eligibility for certification / licensure. "Student athletic trainers" are exempt from needing a license to practice Athletic Training in Ohio provided that their practice is part of their educational program. **Practicing Athletic Training outside of clinical experiences that are an assigned part of a student's educational program is illegal and amounts to practicing without a license.** Students should consult with their Division Director when they are afforded opportunities to practice outside of their normal clinicals. Students may serve as "first-aid providers" outside of their clinicals; however, they may not practice Athletic Training in these roles.