



# Athletic Training Education Program

## Athletic Training Student Manual

# INTRODUCTION / PROGRAM OVERVIEW

The Lasell College Athletic Training Education Program (ATEP) Student Manual will provide a detailed description of the policies and procedures that must be adhered to while enrolled in the ATEP, along with pertinent program related information. A student's signature on the following page acknowledges that they have received a copy of the manual, have been made aware of the contents of the manual and agree to abide by all policies and procedures. Additionally, prior to implementation, students will be notified of any program policy and procedure changes.

The Lasell College undergraduate Athletic Training Education Program leads to a Bachelor of Science (BS) degree in Athletic Training and prepares the student to take the Board of Certification (BOC) national certification examination for athletic trainers.

The Athletic Training Educational Program will prepare students to:

1. Recognize the role of the athletic trainer as a health care provider in conjunction with other allied health professionals in the continually evolving health care system.
2. Recognize the obligation of the athletic trainer to practice ethical and moral behavior and incorporate such behavior into the practice of athletic training.
3. Demonstrate problem-solving/decision making skills in the prevention, assessment, management and rehabilitation of athletic injuries and illnesses.
4. Appreciate the necessity for continuing education in maintaining and improving knowledge and expertise as an athletic trainer (professional development).
5. Demonstrate entry-level cognitive and psychomotor competencies skills, in addition to clinical proficiency, as evident by completion of professional courses and successful completion of the Board of Certification (BOC) national certification exam.
6. Demonstrate Professional Behavior through respect and treatment of athletes as individuals, without regard to race, color, sexual orientation or religious affiliation.
7. Recognize when referral of an athlete to another health care provider is warranted and facilitate that referral.
8. Practice healthy personal behaviors including consistent application of OSHA regulations for the prevention of exposure to blood-borne pathogens.
9. Demonstrate professional conduct in accordance with the Code of Ethics of the NATA.
10. Appreciate the role of the athletic trainer in the advancement of the profession, including opportunities in research, education of athletic trainers, education of the public, and involvement in governance at the local, state, and national levels.
11. Recognize unknown areas as problem solving opportunities, engaging in thoughtful dialogue and critical analysis to solve the problem and justify the solution.
12. Demonstrate effective oral and written communication with all those involved in the health care of athletes.

The ATEP is based upon a solid liberal arts and science education designed to foster development of human values, effective interpersonal skills, and a scientific foundation for the major area of study.

Must be signed and returned to the ATEP Program Director no later than Sept 15



ATHLETIC TRAINING EDUCATION PROGRAM

STUDENT MANUAL

I have:

- 1. Received a copy of the Athletic Training Student (ATS) Manual
- 2. Reviewed the Athletic Training Student Manual with an ATEP faculty member
- 3. Read and understand the contents of the Athletic Training Student Manual
- 4. Had an opportunity to ask questions regarding the listed content areas with all of their individual properties
- 5. Agreed to abide by all of the policies and procedures stated in the Athletic Training Student Manual, including the following specific policies
  - a. Essential skills/technical standards (page 8)
  - b. Blood-borne pathogen policy (page 22)
  - c. Communicable disease policy (page 31)

I also understand that the policies and procedures stated in the ATS Manual may be revised and I will be given the opportunity to read and review any revisions prior to their implementation.

It is my desire to continue in the Athletic Training Education Program according to the policies and procedures outlined in the ATS Manual. By my signature, I acknowledge that I have received a copy of the Lasell College ATEP ATS Manual in its' entirety and agree to abide by the manual as long as I am enrolled in the Lasell College Athletic Training Education Program.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed student name

\_\_\_\_\_  
Witness signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
ATEP Program Director signature

\_\_\_\_\_  
Date

# ATHLETIC TRAINING EDUCATION PROGRAM

## **Mission Statement**

The mission of the Lasell College Athletic Training Education Program is to allow for the intellectual and personal growth of students pursuing a career as an Athletic Trainer. The role of an Athletic Trainer as part of the health care team, and the development of professional and ethical principles will be emphasized within a comprehensive competency-based didactic and clinical education foundation designed to prepare the student for eligibility to take the Board of Certification (BOC), national certification examination.

The athletic training education program (ATEP) incorporates evidence based practice through the didactic and clinical education of the 8 content areas identified by the NATA professional education committee (PEC). In accordance with the mission at Lasell College, the ATEP creates a student focused learning atmosphere that integrated challenging coursework with practical experience in an environment that fosters lifelong intellectual exploration, active citizenship and social responsibility.

The ATEP has established Operational Goals to address the overall effectiveness of the program, faculty and Approved Clinical Instructors.

## **The Operational Goals**

In an effort to maximize the effectiveness of the Athletic Training Program the following operational goals have been established.

Throughout the academic year the Athletic Training Education Program:

1. Faculty will engage in professional development and scholarly activity
2. Faculty will be evaluated by students
3. Will be evaluated by current students and alumni
4. PRECEPTOR/CIs will attend an PRECEPTOR training workshop
5. PRECEPTORS/CIs will be evaluated by the ATEP CIE and provided verbal and written feedback
6. Will provide a lecture series for all ATEP PRECEPTOR and faculty.

# ATHLETIC TRAINING EDUCATION PROGRAM GOALS AND OUTCOMES

The **GOALS** of the Athletic Training Education Program are:

*To develop knowledge, skills and abilities in written and oral communication, ethical decision making, clinical proficiency and the application of concepts associated with the 8 content areas as defined by the NATA professional education committee (PEC), professional decision making and critical thinking, and professional and personal development.*

In support of these goals, the following **LEARNING OUTCOMES** delineate what we expect students to be able to do when they complete the major program of study in the Athletic Training:

## Goal 1: **Communication**

Outcomes:

- a. Engage in disciplinary research
- b. Understand and engage in discipline specific written work (i.e., SOAP notes, injury documentation)
- c. Engage in reflective writing for the purpose of self assessment
- d. Interact professionally and educate clients, patients, peers, colleagues and medical/athletic personnel
- e. Utilize and incorporate technology into discipline specific written and oral work

## Goal 2: **Ethical Decision Making**

Outcomes:

- a. Adhere to the National Athletic Training Association (NATA) code of ethics
- b. Identify ethical issues
- c. Translate ethical issues into responsible actions in the Allied Health Field

## Goal 3: **Professional Competence/ Application of Performance domain content**

Outcomes:

- a. Demonstrate *cognitive competence* in core athletic training content areas as defined by the NATA Education Council in accordance with CAATE (The Commission on Accreditation of Athletic Training Education)
- b. Demonstrate *psychomotor competence* in core athletic training content areas as defined by the NATA Education Council in accordance with CAATE (The Commission on Accreditation of Athletic Training Education)
- c. Demonstrate *clinical proficiency* in core athletic Training content areas as defined by the NATA Education Council in accordance with CAATE (The Commission on Accreditation of Athletic Training Education)

## Goal 4: **Professional Decision Making/Critical Thinking**

Outcomes:

- a. Incorporate evidence based practice into clinical decision making
- b. Develop ideas based on course content and discipline specific subject matter
- c. Collect and Analyze information from various sources
- d. Produce results/conclusions based on collection, analysis and interpretation of information

## Goal 5: **Professional and Personal Development**

Outcomes:

- a. Engage in continuous improvement of content in Athletic Training Performance

- Domains outside of prescribed ATEP curriculum (i.e., conferences, service learning)
- b. Engage in professional conduct and behavior

## **Athletic Training Education Program**

### **Department Chair and Program Director:**

The Department Chair/Program Director is responsible for overseeing the needs of faculty and students as they pertain to the mission and goals of the ATEP. Primary responsibilities include advising, staffing, curriculum development and assessment and program marketing. The Department Chair is well-suited to answer any questions or provide additional information regarding the program. Furthermore, the Department Chair can provide information on professional development opportunities, career options and national organizations representing your chosen field of study.

Since the Department Chair is responsible for developing and maintaining an environment that fosters academic excellence, students are encouraged to seek guidance or exchange ideas with their administrator at any time. Topics such as program policies, clinical education and student life at Lasell are welcomed for discussion. With an "open door policy" in effect, students should not wait until a problem arises to see the Department Chair. Throughout your academic career at Lasell, remember that your Department Chair is available to serve as an advisor, administrator and mentor.

### **Coordinator of Clinical Education:**

The Coordinator of Clinical Education (CCE) is responsible for overseeing the clinical education and clinical education experience portion of the programs curriculum. Due to the integration of didactic and clinical education, the coordinator of clinical education works with the department chair to develop all aspects of the programs curriculum. In addition to program development and advising, the CCE is responsible for placing all students at affiliated clinical sites to complete the clinical education experience portion of the curriculum. The CCE is also responsible for mentoring preceptors in their role as an athletic training educator. Similar to the Department Chair, the CCE is available to serve as an advisor, administrator and mentor.

## **Undergraduate Admissions**

### **Requirements Freshmen**

Candidates for admission to the freshmen class are expected to complete a college preparatory program of an approved secondary school, satisfying the following Carnegie Units

4 Units of English

3 Units of Mathematics, including Algebra 1, Algebra 2, and Geometry

(4 recommended)

2 Units of Laboratory Science (3 recommended)

2 Units of Social Science (3 recommended)

2 Units of Foreign Language recommended (not required)

Lasell College will also consider applicants who have successfully fulfilled the requirements for a secondary school diploma or GED.

### **Requirements Transfer**

All transfer candidates are expected to have received a secondary school diploma, equivalent certificate, or GED and are attempting to transfer college/university credit toward a degree program at Lasell.

### **Academic Program Specific Requirements**

Admission into the Athletic Training Major is competitive and includes: successful completion of all required Carnegie Units with a minimum two units of Laboratory Science (preferably Biology and Chemistry, or Physics), a minimum cumulative grade point average of 2.7 on a 4.0 scale, and a minimum combined SATI score of 1000 (Critical Reading and Math sections only). With more applications than admission slots, the College may restrict enrollment into the Athletic Training Major. Both first year and transfer applicants who are admitted into the Athletic Training program enter directly into the major; there is no secondary selection process. Applicants are encouraged to complete the application process by January 15<sup>th</sup> for fall (September) consideration.



**Athletic Training Education Program**

**Essential Skills/Technical Standards**

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For students to successfully complete Lasell College's Athletic Training Program they must have the following qualities: (as permitted by practice act and licensure)

- A. Academic ability to earn a "C" or higher in all professional courses and maintain a 2.3 cumulative average for Athletic Training majors.
- B. Ability to achieve a level of competency in all procedures that will enable the student to practice safely and effectively in a clinical education setting. These procedures include, but are not limited to, the following competencies:
  - 1. Demonstrate the ability to guard patients when standing and ambulating on level surfaces, stairs with and without the use of assistance devices including, cane, crutches and walkers.  
Demonstrate the ability to safely transport the necessary athletic training supplies and equipment between the Athletic Training Room and the various practice/game settings.
  - 3. Demonstrate good body mechanics in the process of all patient treatments.
  - 4. Perform cleaning protocol procedures for sterile technique with all size whirlpools.
  - 5. Demonstrate the ability to manipulate dials and sound-heads when applying ultrasound and electric stimulation treatments.
  - 6. Demonstrate the ability to apply graded manual resistance to patient's body parts for the purpose of determining the patient's strength or applying exercise techniques.
  - 7. Demonstrate the ability to set up treatment sessions using laboratory or clinic equipment within the time restraints of the treatment requirements to provide safe and effective treatments.
  - 8. Demonstrate the ability to properly auscultate cardiovascular and pulmonary sounds.
  - 9. Demonstrate the ability to feel and palpate a pulse, muscle spasm, muscle contractions and bony landmarks.  
The ability to record the physical examination results and a treatment plan clearly and accurately.
- C. Communicate effectively, safely and efficiently to patients, family, care givers, significant others, and other health care providers, by:
  - \* Explaining procedures
  - \* Receiving information from the patients, family, other health care providers
  - \* Receiving information from written documentation
  - \* Introducing self
  - \* Confirming patient's identity
  - \* Documenting clear, concise and accurate notes in a patient's chart.
  - \* Exhibiting appropriate interpersonal skills, (that are effective and efficient), with patients, family and significant others, that are effective and efficient.
  - \* Recognizing and responding appropriately to nonverbal behavior of self and others.
- D. Administer CPR, and apply universal precautions and other emergency measures.
- E. Distinguish color changes of a patient's skin.



- F. Detect an unsafe environment and carry out appropriate emergency procedures including:
  - 1. Detect subtle environmental changes and odors including but not limited to the smell of burning electrical equipment, smoke, spills, pathophysiological odors and potential environmental hazards.
  - 2. Detect high and low frequency sounds, including but not limited to alarms, bells, emergency signals.
- G. Handle the stresses of an intensive training program, both academic and clinical, in preparation for the stresses of clinical situations dealing with acutely sick and dying patients, fast-paced clinical situations, psychosocial responses of patients with disabilities and a heavy academic schedule. Demonstrate the capacity to maintain composure and continue to function well during periods of high stress.
- H. Recognize the psychosocial impact of dysfunction and disability of patients and appropriately integrate the needs of the patient into patient care.
- I. Manipulate a stretcher, wheelchair and/or portable equipment without injury or damage to self, client, institution or others.
- J. Demonstrate management skills including planning and organizing responsibilities of clinical practice.
- K. Apply teaching/learning theories and methods in health care and community environments.
- L. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem-solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- M. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
- N. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

Affective skills and appropriate demeanor and rapport that relate to professionalism, professional education and quality patient care.

The Lasell College ATEP follows OSHA's guidelines for all health care providers. Students are required to follow Universal Precautions throughout the time they are enrolled in the ATEP. Each Student will be required to attend Universal Precaution/Blood Bourse Pathogen Training annually.

**Non-Discrimination Statement:** Lasell College and the Athletic Training Program agree that they do not and will not discriminate against any applicant for registration in a course of study because of race, color, creed, national origin, sex, sexual orientation, age or disability. Lasell College seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
ATEP Program Director signature

\_\_\_\_\_  
Date

Must be submitted to  
Athletic Training  
Education Program  
no later than Sept15



ATEP Physical Examination Health Screen

Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Date: \_\_\_\_\_

Anticipated Date of Graduation: \_\_\_\_\_

Height \_\_\_\_\_ Weight \_\_\_\_\_ Blood Pressure \_\_\_\_\_/\_\_\_\_\_ Pulse \_\_\_\_\_

Medical Examination	Normal	Abnormal Findings	Initials
Appearance			
Eyes/Ears/Nose/Throat			
Hearing			
Lymph Nodes			
Heart			
Murmurs			
Pulses			
Lungs			
Abdomen			
Genitourinary			
Skin			
Musculoskeletal			
Psychological			

Current Medications (include vitamins, OTCs, contraceptives):  
\_\_\_\_\_  
\_\_\_\_\_

Allergies (medication, insect venom, foods, etc):  
\_\_\_\_\_

Type of Reaction: \_\_\_\_\_  
Does the student have an Epi-pen?  Yes  No

Notes:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Reviewed Immunization Record
- Reviewed Technical Standards

Medical Clearance (circle one): YES NO Conditional: \_\_\_\_\_

Signature of MD/DO: \_\_\_\_\_ Date: \_\_\_\_\_

## The Advising System

### **Academic Advisor:**

Academic advising is a critical part of the educational experience at Lasell College. Through academic advising students will receive assistance in planning their educational program, guidance in completing degree requirements and assistance with career goals.

Your advisor will meet with you regularly to monitor your academic success. If you find you are having academic difficulties, meet with your advisor as soon as possible so he/she may identify the problem and guide you to all the available resources. Your advisor is also the person you will meet with to make any course changes once the semester has commenced.

Although you may meet with your advisor at anytime, plan to schedule time to meet at the start of each semester for academic planning, mid-semester for status reports to discuss your progress and at the end of the semester to plan future course work.

Each advisor will have regularly scheduled time to meet with students. The times will be posted on the advisor's door. All advisors will make additional time to meet with students during mid-semester and pre-registration:

All Athletic Training students are advised by a full-time faculty member at Lasell College. A team of ATEP academic advisors, in consultation with the program director, provides each student with individualized academic advising to address the needs of the athletic training students. First year students will be assigned to first year advisors that specialize in the unique needs of a first year student. After the first year athletic training students are placed with an academic advisor within the department for the remainder of their academic career.

- A. To provide students with academic advising that clearly interprets the college academic requirements and specific major requirements.
- B. To guide students in selecting courses in the appropriate sequence for the purpose of implementing the learning overtime concept.
- C. To guide students in the selection of courses and educational experiences that will prepare them for the future worlds of work and leisure and help them develop into well-rounded adults.
- D. To monitor the student's academic success and in the event the student does experience difficulties, to insure that the student is directed to and understands how to utilize available resources at the College.
- E. To provide students with an additional resource to whom they may go for advice, information and general guidance regarding their College experience.
- F. To make available to students the opportunity for an ongoing relationship with a faculty member with whom they can talk and plan for their future



**LASELL COLLEGE**  
**Athletic Training Education Program**

## **Academic Retention Policy**

Athletic Training Education Program coursework, with associated pre-requisites, need to be completed in sequence to successfully fulfill the guidelines for progression put forth by the Commission on Accreditation for Athletic Training Education (CAATE). The following requirements exist for progression through the Lasell College Athletic Training Education Program and are intended to establish a learning overtime model for students in the program.

### **Freshmen Year**

In order to advance into the second semester of your first year in the athletic training education program, a grade of “C” or better in all AT and EXSC courses. Failure to do so will necessitate the repetition of this course and the inability to progress in the program.

### **Sophomore Year**

Prior to beginning the sophomore professional coursework of the ATEP, each student must meet the following requirements:

1. Completion of a minimum of 30 hours of college coursework.
2. Completion of BIO 205, BIO 206, AT 202, AT 103, AT 101, and AT 104 with grades of “C” or better.
3. Have a minimum of a 2.3 cumulative GPA in all college coursework.
4. Proof of appropriate vaccinations (Tetanus, Hepatitis B)
5. Proof of current CPR/AED and First Aid certification (Professional Rescuer/AED)

### **Junior Year**

In order to continue into the junior professional coursework of the ATEP, the students must meet the following requirements:

1. Completion of a minimum of 60 hours of college coursework.
2. Completion of the following courses with a grade of “C” or better: AT 203, AT 204, AT 211, AT 212. and EXSC 222.
3. Minimum of a 2.3 cumulative GPA in all college coursework.
4. Proof of current CPR/AED and First Aid certification (Professional Rescuer/AED)
5. Demonstration of Minimal acceptable competence in educational competencies in the 10 content areas evaluated in the ATEP clinical education experience performance evaluation forms utilized in AT 203 and AT 204.

### **Senior Year**

In order to continue into the senior professional coursework of the ATEP, the student must meet the following requirements:

1. Completion of a minimum of 87 hours of college coursework.
2. Completion of the following courses with a grade of “C” or better: AT 213, AT 302, AT 303, AT 304, AT 305, EXSC 301 and EXSC 302.
3. Minimum of a 2.3 cumulative GPA in all college coursework.
4. Proof of current CPR/AED and First Aid certification (Professional Rescuer/AED)
5. Demonstration of Minimal acceptable competence in the 10 content areas evaluated in the ATEP clinical experience performance evaluation forms utilized in AT 302 and AT 305.

## **Graduation Requirements**

In order to successfully complete the athletic training education program, students must meet the following requirements:

1. Completion of a minimum of 121 hours of college coursework.
2. Completion of the College General Education requirements, athletic training major requirements and any other requirements stated in the college catalog.
3. Completion of all athletic training education programs major courses (AT, EXSC, BIO) and additional requirements with a grade of "C" or better.
4. Successful completion of BOC practice exams and study guides (AT 401s)
5. Demonstration of Minimal acceptable competence in the 10 content areas evaluated in the ATEP clinical education experience performance evaluation forms utilized in AT 402 and AT 405.

## **Transfer Requirements**

Transfer applicants may be accepted into the Athletic Training Education Program at Lasell College based upon their previous record of academic performance. Transfer students will only be considered on a space-available basis, as admission is competitive in nature, and need to be aware of the possibility of additional time beyond eight academic semesters of college work in order to complete all of the program requirements due to the sequencing of courses and their prerequisites.

Lasell College students (including students who are designated as Undeclared-Allied Health) wishing to transfer in to the Athletic Training Education Program will be considered on a space-available basis following their freshmen year. A change of major form should be filed with the Department Chair at the end of the spring semester of their freshmen year. The applicants' grades for their freshmen year course work will then be reviewed. Specifically, a "C" or better is needed for AT, EXSC and BIO courses. A cumulative GPA of 2.3 or better will be required for admission into the Athletic Training Education Program and to enroll in AT 203. Graduates of the program receive a Bachelor of Science degree in Athletic Training.

## **Undergraduate Fees and Expenses (2010-2011)**

### **FULL TIME FEES FEE DESCRIPTION ANNUAL COST PER SEMESTER**

Tuition \$25,000 \$12,500 Comprehensive Fee \$1,000 \$500 Room and Board Woodland Triple Standard Double/Triple Suite Rooms \$11,800 \$11,800 \$12,700 \$5,900 \$5,900 \$6,350 Single Room Supplement \$1200 \$600 Dorm Damage Deposit \$500 billed first semester Accident & Sickness Insurance \$900 (estimate) billed first semester

### **PART-TIME FEES FEE DESCRIPTION COST PER ENROLLMENT**

Tuition \$825/credit hour Comprehensive Fee \$270/semester Accident and Sickness Insurance \$900/year (estimate)

### **MISCELLANEOUS FEES FEE DESCRIPTION COST**

#### **Allied Health Major (Athletic Training/Exercise Science/Undeclared Allied Health)**

#### **Fee \$200/semester**

Break Housing \$150/week

Excess Credit Hours \$825/credit hour

Fashion Design/Production Major Fee \$150/semester

Graphic Design Major Fee \$150/semester Lab Fees \$20 - \$100/course

Late Payment Fee 1.5% of balance due/month

Late Registration Fee \$50

Parking Permit Resident Commuter\* \$500/year \$100/year

Replacement Identification Card\* \$25

Replacement Keys\* \$50/key \*must be paid to appropriate department at time of purchase

## **Withdrawal from the College**

The following Withdrawal Adjustment Schedule applies to a student who has completed the appropriate steps to cancel his/her enrollment at Lasell College. Non-attendance does not relieve the student of financial obligation or imply entitlement to a refund. Please contact the Registrar's Office for proper withdrawal procedures.

For all withdrawals after the published Add/Drop period, no adjustment is made to the following fees: Accident and Health Insurance, Allied Health Fee, Fashion Design/Production Fee, Graphic Design Fee, Excess Credit Fee, Parking Permit, and Lab Fees.

Room and Board will be adjusted according to the schedule below only if the room is vacated within the time period determined by the Office of Residential Life. Students remaining in housing past the time period granted will be charged for daily Room and Board.

For purposes of account adjustments, no differentiation is made between voluntary withdrawals, administrative or academic suspension. Unpaid charges may remain after adjustments and will be owed to the College.

## **Withdrawal Adjustment Schedule for Tuition, Room and Board, and Comprehensive Fee Fall/Spring**

Prior to the Academic Calendar's 'FirstDayofClasses' 100% refund, less enrollment deposit

Through first week* of classes	90%
Through second week* of classes	80%
Through third week* of classes	70%
Through fourth week* of classes	60%
Through fifth week* of classes	50%
Through sixth week* of classes	40%
Through seventh week* of classes	30%
Through eighth week* of classes	20%
Through ninth week* of classes	10%
After ninth week* of classes*	No Refund of charges

\*For purposes of determining account adjustments due to withdrawals

## **Additional Costs Associated With The ATEP**

The Lasell College ATEP will make every attempt to minimize extra costs associated with the program. Students in the Athletic Training Education Program may incur some extra costs associated with their clinical education experience in addition to program fees charged by the college. While the program, fees cover the cost of instructional supplies, liability insurance, and educational equipment to state the least.; additional expenses may include costs associated with travel to off-campus affiliated clinical sites such as gas money, tolls or public transportation and dress code requirements.

## **Student Athletes**

Athletic training students who are participating in Lasell College sponsored varsity athletics must be aware of the following information:

1. Students are not expected to complete any clinical education experience hours while in the traditional season on a varsity team.
2. Students may not participate in the non-traditional season of their sport
3. Students participating in a varsity sport will be expected to complete their clinical education experience outside of the traditional academic semesters. The Coordinator of Clinical Education in consultation with the student's PRECEPTOR will arrange for the student to complete clinical education experience during fall preseason (August), winter intersession (January) or after the end of the school year (May). The additional time is needed to adequately complete all course requirements.

## **Memberships**

Students are encouraged to join the National Athletic Trainers' Association, Inc. as freshmen. Applications are available online at [www.nata.org](http://www.nata.org). As members of professional organizations students are eligible for scholarships as well as membership in the Eastern Athletic Trainers' Association (EATA) and the Athletic Trainers' of Massachusetts (ATOM). Students are also encouraged to become members of on-campus organizations and groups such as the Athletic Training Club.

## **Scholarship Availability**

The NATA, EATA and ATOM provide undergraduate and post-graduate scholarships to deserving individuals. NATA membership is required. please see the Department Chair/Program Director for further information.

## **Advisory Board**

The Athletic Training Education Program has an advisory board which serves as a forum for the discussion of a variety of issues including, program curriculum, academic policies and professional issues. Board members include the ATEP medical director, program director, coordinator of clinical education, alumnus and various industry health care professionals. Athletic Training students are welcome to attend annual advisory board meetings.

## **Cell Phones and Electronic Devices**

The use of cell phones and electronic devices are not permissible in class or while attending clinical education experiences. Refer to individual course syllabi for classroom policies regarding cells phones and electronic devices and the policies at each clinical affiliated site.

## **CORI Checks**

CORI checks are required for all athletic training students completing a general medical clinical experience or a high school clinical experience. Additionally some ATEP affiliated clinical sites require CORI checks prior to the start of the clinical education experience. Athletic training students will be notified in advance if a CORI check is required at their assigned affiliated clinical site.



## **Policy on Americans with Disabilities Act (ADA)**

The Lasell College ATEP Program seeks to provide equal access to its programs, services and activities for people with disabilities. Prior notice is needed to arrange any reasonable accommodations.

Students should identify the need for educational accommodations the first week of classes. Arrangements for accommodation will be made through Lasell College's Academic Achievement Center. If, during the semester a student's status changes and the need for accommodations in the educational environment (lecture, laboratory or clinical education) are required, the instructor must be notified immediately. Accommodations may be academic, physical or other. This policy should be followed throughout the academic year. This policy is for both lecture and laboratory components. Please review the Athletic Training Education Program's Essential Skills, to assist in the identification of accommodation.

### **Referral Procedure for Reasonable Accommodations**

1. The student is identified through the syllabus and/or verbal notification or the Essential Skills contract for the need of academic accommodations
  - a. If academic accommodations are required, the student is referred to the Academic Achievement Center for remediation. If accommodation in the laboratory or clinical education setting is needed, the student and faculty member will discuss the available options in consultation with the Director of the Academic Achievement Center. If the student remains dissatisfied, the athletic training Program Director will be consulted.

**Non-Discrimination Statement:** Lasell College and the Athletic Training Program agree that they do not and will not discriminate against any applicant for registration in a course of study because of race, color, creed, national origin, sex, sexual orientation, age or disability. Lasell College seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations.

\*See Essential skills /Technical Standards Form



## ACADEMIC STANDARDS AND POLICIES

The academic standards and policies stated below apply to a student's entire academic record at Lasell College.

### Program Requirements

#### I. **Professional Course Requirements**

##### A. **Course Grade Requirement**

Students enrolled in the Athletic Training Education Program must receive a grade of C or better in the professional courses/Major requirements to satisfactorily complete the courses and meet ATEP requirements. Courses with the prefix AT, AHLT, BIO, SPSC, and SCI are considered a professional course/Major Courses.

##### B. **Co-Instruction**

Courses that have co-instructors will require that students earn a C or higher for each instructor's portion to successfully complete the courses. If the standards are not met, the student is subject to the program policies noted.

##### C. **Course Re-take Policy**

All required professional courses in the Athletic Training Education Program, AT or EXSC, requires a C or better for successful completion. Students in the program are limited to only one retake of one required AT or EXSC course during their enrollment in the program. A student in need of retaking a required course will receive a letter from the department chair, after academic review (January for the fall semester and May for the Spring semester), informing them of the need to retake the course and reminding them of the course retake policy. If a repeat of a second required course is needed, students will meet with the Department Chair to review their transcript to determine their eligibility to progress in the ATEP.

A student may retake a professional course only once, regardless of the reason. Upon successful completion of the course, the student will be allowed to continue in the ATEP according to prerequisite standards as noted in the course catalog (please refer to Program curriculums and course descriptions). Since professional courses are not offered every semester, students who need to re-take a class should realize that an extra semester or more may be required to complete their degree. If a student does not earn a grade of C or higher during the re-take, the student will not be allowed to continue in the Athletic Training Education Program. Students who do not meet academic standards will be referred to their Academic Advisor and Department Chair to review their transcript to determine their eligibility to progress in the ATEP and discuss future academic options at Lasell.

**D. Class and Laboratory Grades**

Students are required to earn a C or better in both the lecture and laboratory component of all professional courses to satisfactorily complete the course.

**E. Degree Time Requirements**

In order to maintain current practices and increase the retention of learned skills and theories, course work and clinical education experiences for the Athletic Training Education Program must be completed within five (5) years from the date of starting the program.

**II. Clinical Education Standards and Policies**

**A. GPA Requirements**

Students must maintain a cumulative grade point average of 2.3 or higher and receive approval from the Program Director in order to register for a Clinical Athletic Training course and participate in a Clinical Education Experience. Students must receive a grade of "C" in all Clinical Athletic Training courses in order to continue in the Program. In the event a student fails a Clinical Athletic Training course, the student will be allowed to repeat the Clinical Athletic Training course once, pending approval from the Department Chair. If a student does not "Pass" the Clinical Athletic Training course during the repeat, the student will not be allowed to continue in the Athletic Training Education Program.

\*See Clinical Education Manual for additional information

**III. Professional Behavior**

Athletic Training Education Program students will be required to act in a professional manner while attending professional courses and on affiliation. Professional behavior encompasses adhering to policies and procedures, professional communication, attitude and interaction with patients, supervisors and faculty.

ATS will be assessed on professional behavior during their clinical education experience and in athletic training course.



## Athletic Training Education Program

### Professional Appearance/Dress Code

As a demonstration of professionalism ATS are expected to adhere to a professional standard of appearance considered prudent in the field of Athletic Training. Professional appearance includes the use of appropriate attire (listed below), maintenance of good hygiene, no visible body piercings (except earrings) or body décor,

In addition to demonstrating a level of professionalism through appearance; attire and body decor must be safe and functional, by allowing an Athletic Trainer to deliver athletic training services with minimal interference.

1. **Standard Attire**

- Polo shirt
- Collared shirt
- Sweater
- Dress pants/Chinos
- Dress shorts/Chinos
- Wind pants
- Sneakers/ Closed Toe casual shoes
- Hats (outdoors)

2. **Inappropriate attire**

- Hats (indoors)
- Jeans
- Short Shorts, Gym shorts
- Open toe shoes/ high heels
- Skirts
- Reveling clothing
- Clothing with holes.
- Sleeveless shirts
- External view of undergarments.

3. **Game Day (outdoors)**

- Outdoor/weather appropriate gear
- Boots for inclement weather

4. **Game Day (indoors)**

Consult with team coach and ATC for appropriate dress code. If the team does not have a standard dress code follow standard attire dress code outlines above

### **Code of Conduct**

Professional conduct for all athletic trainers includes nondiscriminatory behaviors, honesty and respect for fellow athletic training students, student-athletes, coaches, athletic trainers, athletic department personnel and teachers/professors. Cheering for your team is encouraged. Unsportsmanlike conduct, such as heckling the officials or opponents is not acceptable. An ATS's and AT's conduct at games, practices, and in the athletic training room will be professional and courteous at all times. Please refer to Section 1-III for the NATA code of ethics.

## Laboratory Policies

1. Policy on Dress code for laboratories
  - Students are asked to come to Athletic Training labs wearing:  
Men – loose shorts (no spandex) and a tee-shirt  
Women – loose shorts (no spandex or leggings) and an athletic halter top covered by a tee-shirt.
  - Students are **required** to keep fingernails short to assure the safety of fellow students.
  - Jewelry should be removed and put in a safe place prior to laboratories.
  - Students are expected to practice proper personal hygiene habits for all labs.
  - Students will be working on each other in labs.
  - Body piercing, which may potentially impact safe patient care, is prohibited.
  - Food or beverages are not allowed during laboratory sessions.
2. Students are required to follow universal precautions during all laboratories.
3. Students are asked to keep all laboratories clean and tidy. All equipment should be returned to storage areas and all mats wiped down after use.
4. Refer to individual course syllabi for lab policies outlined by the course instructor



**Emergency Procedure during classes and laboratories in the Wass Science Building**

In case of an emergency, a wall telephone located on each floor of the Wass Building.

When you need to call **Public Safety:**  
**Dial ext. 2279 or 617-243-2279**

**Give the following information:**

State your name.

State the nature of the emergency clearly.

State your exact location.

Explain what happened.

State how many people are involved

Explain what help/first aid is being given

Allow security to ascertain all the pertinent information they require

**DON'T HANG UP until the dispatcher hangs up.**

## **Blood-Borne Pathogen Policy**

### **Procedures for Body Fluid/Blood Exposure**

#### **Overview:**

One of the first content areas covered in the ATEP curriculum is Universal Precautions. Each ATS will receive annually universal precaution and blood-borne pathogen training. Proof of participation in Blood-Borne Pathogen Training must be on file in the ATEP program director's office by September 15 each year the athletic training student is enrolled in the ATEP.

Gloves, masks, eye shields (goggles) and gowns are readily available in all ATEP laboratory and at all clinical affiliated sites. The principles of Universal Precautions are to be followed in all laboratory courses. First Aid supplies and blood-borne pathogen supplies are located in the storage closet in the Athletic Training Lab. Students are required to have updated vaccinations and to have completed their hepatitis vaccine series prior to their clinical education experience.

**Policy and Procedure:** In the event of a body fluid or blood exposure, the following steps must be taken. **EXPOSURE** is defined as an incident when blood or body fluids from one individual comes into contact with another individual via a break in the skin or a mucous membrane entry.

1. The "exposed" individual washes the area immediately with soap and water. In the case of eye exposure, eye will be rinsed thoroughly. Eye washes are located in ATEP laboratories.
2. The instructor calls the College's health services (X2216) and describes the nature of incident. If Health Services is closed, transportation shall be arranged to bring the individual to the hospital.
3. The instructor escorts the student to the health services office located in the Edwards Student Center.
4. The College's nurse discerns if the student wishes follow-up of the incident at Newton-Wellesley Hospital.
5. The College nurse will meet with the "source" student and determine if he/she is willing to have blood drawn to evaluate for presence of blood-borne infection.
6. The instructor will fill out an "Incident Report" and will safely remove other students from the area and immediately cordon off the area for a safe clean-up of the spill.

## Procedures for Accidents

**Overview:** Prior to Program acceptance, students are given a copy of “Essential Skills/Technical Standards” found in the ATEP Student Manual. If the demands outlined in the “Essential Skills/Technical Standards” list appear as though they may pose a problem for the potential student, he/she must follow the procedure established for arranging for reasonable accommodations. This is done through the ATEP program director. Additionally the syllabus of each course contains a statement and policy to follow in identifying if a student is unable to meet the demands of a particular laboratory procedure. As students participate in laboratory procedures, students are informed of contraindications and precautions of enacting a treatment/procedure. The content areas covered in the ATEP curriculum are that of Universal Precautions and that of Body mechanics. The principles of both of these content areas are stressed in all subsequent courses. If a student should neglect to adhere to these principles, the student will not be able to satisfactorily continue or complete current course work. Despite all these preventative safety measures, if an accident should occur during a laboratory course, the following steps must be taken:

The incident should be immediately reported to the instructor.

The instructor determines if any on-site medical assistance is needed.

Depending on the severity of the student's condition, the instructor may contact EMS (911) and make a follow-up call to Public Safety (ext. 2279) and Health Services (ext. 2216) and escort the student to the health center.

If an accident were to occur in an evening class or Saturday class and constitute a medical emergency, then the instructor will determine if any on-site medical assistance is needed. Depending on the severity of the student's condition, the instructor may contact EMS (911) and make a follow-up call to Public Safety (ext. 2279) or contact Public Safety and wait with the student for their arrival.

Instructors will complete an “Incident Report” (a copy is included in the ATEP Student Manual) and will notify the Department Chair.

If equipment failure were found to be the problem, instructor will label equipment as faulty and will report this to the Department Chair immediately. Students will not be allowed to work with equipment deemed faulty.

## **Procedures for Fire**

**Overview:** Faculty and students will follow the procedure as outlined in the student handbook. There are smoke detectors, fire extinguishers (in each classroom) , lighted exit signs and emergency lights located in each hallway of every building. Floor plans with the closest exits for evacuation are posted in the hallways and classrooms of each building. If a fire were to occur:

1. and it was detected by an instructor, all students will be escorted immediately out of the building and contact Public Safety (ext. 2279) immediately from a safe location.
2. If a student detects a fire he/she should immediately notify the instructor and the aforementioned procedure will be followed.
3. Instructors will complete "Incident/Variance Reports (a copy is included in the ATEP Student Manual) and will notify the Department Chair.
4. If an incident occurs the "Procedure for Accidents" will be followed. This procedure can be found in the ATEP Student Manual.

On the following page is a copy of the College's Fire Regulations/Arson for students. This policy statement can be found in the Lasell College Student Handbook.

**Note: There are emergency fire alarm pull boxes located on every floor.**



## Procedures for Fire Regulations/Arson

**Overview:** Each residence hall is equipped with smoke detectors and fire extinguishers in all hallways. You are urged to follow the following precautions:

1. In advance –
  - a. become familiar with fire equipment, fire exits and evacuation procedures.
  - b. keep rooms and lounges free of fire hazards.
  - c. report all damaged or inoperable fire equipment to your R.A. or R.D.
  
2. In care of fire –

sound the nearest alarm.  
when possible, shut windows, unlock and close doors.  
keep driveway clear and stay at least 100 feet from the building.  
do not re-enter the building until it has been cleared by the fire department or Public Safety.
  
3. Student must refrain from the following:
  - a. overloading electrical circuits.
  - b. storing or keeping gas combustion engines of any kind in any campus building.
  - c. storing flammable liquids of any kind.
  - d. using candles, incense, etc.
  - e. covering smoke detectors.
  - f. hall decorations must meet fire and safety codes.

When a fire alarm is sounded, the building **MUST** be evacuated **IMMEDIATELY**. Any individual refusing to vacate a building during a fire alarm will be subject to disciplinary action.

Tampering with fire extinguishers, fire protection equipment or fire exits is a civil offense and will result in disciplinary action, including a fine of \$50.00 or more. Blocking fire doors or activating door alarms will also result in disciplinary action and possible fine.

In the interest of public safety, incidents involving damage or misuse of alarm systems or protection equipment will not be condoned. If no individual can be determined to be responsible, the residents of the hall will be held financially responsible for the cost of repairs.

Acts of arson are considered intolerable in that they jeopardize life and/or property. Such activities (including trash fires, lighting of bulletin boards or door decorations) within the Lasell community will result in automatic housing/College suspension and direct referral to Judicial Court.

### **Procedures for Gas Leak**

1. If a gas is detected by an instructor, all students will be escorted by the instructor, immediately out of the building and Public Safety (ext. 2279) will be contacted from a safe location.
2. If a student detects a gas leak he/she should immediately notify the instructor and the aforementioned procedure will be followed.
3. Instructors will complete "Incident/Variance Reports (a copy is included in the ATEP Student Manual) and will notify the Department Chair.
4. If an incident occurs the "Procedure for Accidents" will be followed. This procedure can be found in the ATEP Student Manual.

### **Procedures for Power Outage**

There are lighted exit signs and emergency lights located in each hallway of every building. Floor plans with the closest exits for evacuation are posted in the hallways and classrooms of each building. If a Power Outage were to occur:

1. and it was detected by an instructor, all students will be escorted immediately out of the building and contact Public Safety (ext. 2279) immediately from a safe location.
2. If a student detects a power outage, he/she should immediately notify the instructor and the aforementioned procedure will be followed.
3. Instructors will complete "Incident/Variance Reports (a copy is included in the ATEP Student Manual) and will notify the Department Chair.
4. If an incident occurs the "Procedure for Accidents" will be followed. This procedure can be found in the ATEP Student Manual.

### **Procedures for Chemical Spill**

If a chemical spill were to occur during an ATEP laboratory or in one of the College buildings:

1. and it was detected by an instructor, all students will be escorted immediately out of the building and Public Safety (ext. 2279) will be contacted immediately from a safe location.
2. If a student detects a Chemical Spill he/she should immediately notify the instructor and the aforementioned procedure will be followed.
3. Instructors will complete "Incident/Variance Reports (a copy is included in the ATEP Student Manual) and will notify the Department Chair.
4. If an incident occurs the "Procedure for Accidents" will be followed. This procedure can be found in the ATEP Student Manual.

**Incident/Accident Report**

Name \_\_\_\_\_ Student \_\_\_\_\_ Faculty \_\_\_\_\_

Date \_\_\_\_\_ Location \_\_\_\_\_ Time \_\_\_\_\_

Was there a witness to the incident? \_\_\_\_\_ Yes \_\_\_\_\_ No

Name of Witness \_\_\_\_\_ Telephone: \_\_\_\_\_

**Describe the occurrence in detail.**

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**What procedure was followed after the incident?**

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**Name of person completing this form (print name and title).**

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**Signature:** \_\_\_\_\_

**Supervising faculty signature:** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_

**Please submit this form to the Department Chair within 24 hours.**

### **Clinical Education Information, Policies and Procedures**

The Lasell College Athletic Training Education Program (ATEP) strives to provide each student with a comprehensive clinical education that allows the opportunity to apply didactic material and develop his/her clinical skills in a supervised positive work environment. Each student's clinical education is designed to provide him/her with the opportunity to experience a diversity of clinical experiences. Ultimately, one of the Lasell College ATEP's goals is to develop ethical and moral entry-level certified athletic trainers with strong critical thinking skills and a willingness to contribute to the field of Athletic Training.

#### **Clinical Education- Definition and Description\*:**

1. **Clinical Education:** The application of knowledge and skills, learned in classroom and laboratory settings, to actually practice on patients under the supervision of an PRECEPTOR/CI.
2. **Clinical Experience:** Clinical Education Experiences for the ATS that involve patient care and the application of athletic training skills under the supervision of a qualified instructor.
3. **Clinical Proficiencies:** A common set of skills that entry-level athletic trainers should possess, redefining the structure of clinical education from a quantitative approach to an outcome bases qualitative system.

\* Commission on Accreditation of Athletic Training Education. (2011). *Standards for the accreditation of entry-level athletic training education programs.*

#### **The value of clinical education: What the ATS is acquiring**

1. Mastery of psychomotor skills  
development of basic clinical skills  
development of comprehensive clinical skills  
development of rapid judgment and decision making  
application of skills in a controlled setting  
application of skills on actual patients in "live" settings
2. Moral reasoning
3. Critical thinking
4. Development of professional behavior and attitude

## **Learning Over Time**

The National Athletic Training Association (NATA) in conjunction the NATA Education Council defines learning over time as the documented continuous process of skill acquisition, progression, and student reflection. At Lasell College, learning over time is documented for each student in the following manner:

1. Acquisition of didactic information occurs predominately during course lectures.
2. Acquisition and assessment of individual psychomotor competencies occurs predominately during lab courses.
3. Acquisition of clinical proficiency occurs predominately during Clinical Athletic Training Courses (I-VI) and the associated clinical education experience.

(Example of learning over time regarding an orthopedic evaluation of an ankle)

Through fundamental information in Anatomy and physiology, foundations in sports medicine and techniques of emergency care, students are introduced to general concepts of orthopedic evaluations (in the form of palpation and on-field evaluation skills, introduction to goniometry and Manual Muscle Testing) during the freshman year. During the fall semester of the sophomore year, students acquire a greater depth of knowledge and detailed information regarding the orthopedic evaluation of the ankle in Assessment and Diagnosis I course. Once students have grasped an understanding of the theories and concepts of an orthopedic evaluation of the ankle didactically in Assessment and Diagnosis I, students are introduced to psychomotor competencies associated with the evaluation of an ankle injury in the laboratory component. A wide range of psychomotor skills are demonstrated, practiced and assessed in the lab portion of the course, including, but not limited to: palpation of anatomical structures, range of motion and goniometry measurements, manual muscle testing, special tests, and neurological testing. Psychomotor skills are assessed through oral/practical exams.

In the spring semester of the sophomore year, students are enrolled in Clinical Athletic Training II course, which includes a clinical education experience component that emphasizes the rehearsal and assessment of clinical skills associated with the orthopedic evaluation of the ankle. During Clinical Athletic Training II, the preceptor assesses each student's clinical proficiency regarding orthopedic evaluation of the ankle. Students are not permitted to perform or administer a psychomotor competency or clinical proficiencies on a live patient until formal instruction and assessment of the psychomotor competency has taken place. In most cases students will begin the application of a psychomotor competency on a patient during the clinical education experience component of the course they are enrolled in the semester following the formal course work and assessment of the psychomotor competencies.

Throughout the remaining semesters, until graduation, students continue to practice their orthopedic ankle evaluation skills via Clinical Athletic Training courses and clinical education experience. Ultimately, the goal of learning over time is to refine each student's critical thinking and decision making skills as they prepare to become entry-level athletic trainers.

\* The learning over time concept and policy are provided to each preceptor during an annual workshop and as needed, if changes are made to the policy.

## **Clinical Athletic Training Courses and Clinical Education Experiences**

Clinical Athletic Training courses are 3 credit courses comprised of 2 hours in a classroom setting per week and a minimum of 120-150 hours of clinical education experience per semester, depending on the level of the Athletic Training Student (ATS). Clinical education experiences occur at an on- or off-campus ATEP affiliated clinical site. Each student will be assigned to a preceptor who will supervise the student's clinical education experience throughout the semester. Clinical psychomotor skills and clinical proficiencies can only be assessed by a Lasell College preceptor. During the student's clinical education experience he/she is required to:

Review, discuss and apply cognitive, clinical proficiencies and psychomotor competencies.

Maintain CPR certification

Complete all requirements stated on the clinical course syllabus. Each student is expected to continue attending their assigned clinical experience until the last day of classes.

Adhere to all professional standards, policies, procedures and codes outlined in the Athletic Training Education Program Student Manual and Clinical Education Manual.

Adhere to all professional standards, policies, procedure and codes outlined at the assigned affiliated clinical site.

Meet with his/her PRECEPTOR at least 3 times throughout the semester to discuss goals and objectives, progression, and his/her final assessment.

Submit monthly journals via email as an attachment in Word format to the Coordinator of Clinical Education (CCE). Each journal should reflect the weekly entries regarding the clinical education experience (see the clinical athletic training course syllabus for detailed instructions).

Submit clinical education packet, with student and PRECEPTOR signature, to the CCE by the deadline. The clinical packet must include :

Clinical education experience performance evaluation

Clinical education experience hours documentation sheet

Clinical proficiency check-off sheet

Final reflective journal

ATS evaluation of PRECEPTOR (hosted online)

ATS evaluation of the assigned affiliated clinical site (hosted online)

The inability to successfully complete any of the above requirements will result in a grade below a "C" unless prior arrangements are made to complete the clinical education experience after the semester has ended. In the event the clinical education experience must be completed outside of the traditional semester, a grade of "incomplete" will be awarded for the course. An incomplete must be completed within 5 weeks from the last day of final exams. Athletic Training Students cannot advance to the next Clinical Athletic Training course until all requirements are successfully completed and a letter grade of "C" or better is awarded in place of the incomplete.

**Communicable Disease Policy**  
**(this policy must be reviewed prior to September 15 of each year**  
**the student is enrolled in the ATEP)**

The health and safety of the athletic training student is a top priority of the Lasell College ATEP. If a student is exposed to any type of communicable disease during a clinical education experience, he or she shall seek treatment at the Student Health Center or other medical facility of choice.

If a student contracts a contagious disease, the College reserves the right to require that student to return to their home within 24 hours of diagnosis, and the student will not be allowed to attend the clinical education experience until he or she is cleared medically by his or her physician. Other specific information concerning various communicable diseases is available at the Student Health Center.

**ATS who are in-season athletes**

Athletic training students who are participating in varsity athletics must be aware of the following information:

1. Students are not expected to complete any clinical education experience hours while in-season on a varsity team.
2. Students may not participate in the non-traditional season of their sport
3. Students participating in a varsity sport will be expected to complete their clinical education experience outside of the traditional academic semesters. The Coordinator of Clinical Education in consultation with the student's PRECEPTOR will arrange for the student to complete clinical education experience during fall preseason (August), winter intersession (January) or after the end of the school year (May). The additional time is needed to adequately complete all course requirements.

An Athletic Training Student- Athlete will receive an incomplete at the end of the semester to allow an appropriate timeframe for completion of his/her clinical education experience requirements. An incomplete must be completed in accordance with the college incomplete course policy located in the Lasell College course catalog.

**Assessment of Clinical Athletic Training Courses (Tentative)**

See individual course syllabi for assignment/grading details

1.	Clinical Performance Evaluation (PRECEPTOR):	30%
2.	PDU	15%
3.	Clinical Proficiencies :	20%
3.	Clinical Hours Log-In	10%
4.	Clinical Education Reflective Journals:	5%
5.	Clinical Education related assignments assigned by the course instructor	10%
6.	Attendance at ATEP lecture series (2)	<u>10%</u>
		100%

## Assigning Clinical Education Experiences

Each student will receive a diversity of experiences that include exposure to a:

- High school setting
- College setting
- General Medical setting

Additionally, ATS interested in pursuing careers in non-traditional athletic training settings have the option to attend a clinical affiliation in the following environments:

- Hospital setting
- Outpatient Clinic setting
- Fitness and Wellness setting

All clinical experiences are assigned by the Coordinator of Clinical Education (CCE) the semester before the clinical education experience is scheduled to begin. The CCE will notify each ATS of his/her clinical education experience in writing. PRECEPTOR contact information will be provided to the ATS to identify an orientation and starting date. In addition to specifying the affiliated clinical site, each student is assigned to an PRECEPTOR and site that provides exposure to the following:

(\*note that exposure to the following will occur throughout the six clinical athletic training courses, not during one clinical education experience):

- Equipment intensive sports
- General Medical environments
- UE intensive Sports
- LE intensive Sports
- Rehabilitation intensive environments
- Male patients/athletes
- Female patients/athletes

Assignments to a specific clinical education experience are based on the following criteria:

- ATS' learning style and the PRECEPTORs teaching style
- ATS access to transportation
- Professional behavior, didactic knowledge, psychomotor competencies and initiative demonstrated previously within the ATEP.
- The ATS' previous work ethic and accompanying clinical education experience performance evaluations
- The nature of the ATS' prior clinical education experiences (to ensure that all students get exposure to the above mentioned)

Student work responsibilities, attire, behavior, demeanor, hours, and activities will be determined by the PRECEPTOR. PRECEPTORs are asked to comply with the federal work study laws, rules, and guidelines found in the Lasell College Athletic Training Student Handbook and the NATA Code of Ethics. Lasell College, in accordance with federal work-study laws, has established that work-study students can complete a maximum of 20 hours of work-study per week. The CAATE standards clearly state that the ATEP must follow the same guidelines when identifying the maximum number of hours an athletic training student can complete at their clinical education experience per week. Therefore it is requested that students not work more than a **20-hour week**.



## **Disciplinary Issues**

Students will be advised by the PRECEPTOR that they must comply with the laws, rules, and guidelines specified above and that failure to comply will result in the following:

- 1<sup>st</sup> Offense: A verbal warning to the student
- 2<sup>nd</sup> Offense: A second verbal warning to the student and notification to the Clinical Coordinator and Placement Site Coordinator
- 3<sup>rd</sup> Offense: A written warning to the student (cc: to Clinical Coordinator and Placement Site Coordinator) which specifies behavior to be corrected.
- 4<sup>th</sup> Offense: Removal from Clinical Affiliation Site\*

\* A student may be removed immediately with a written statement from the Clinical Instructor in circumstances set forth in the Agreement between the College and the Placement Site.

Any student who is removed from his/her clinical placement site will earn a grade of "F" for the clinical course.

## **Undergraduate Academic Grievance Process**

The Academic Grievance Process provides students with a mechanism to appeal approved clinical instructor actions related to the process of instruction and evaluation of clinical performance or other academic matters pertinent to the approved clinical instructor-student relationship. In filing a grievance, it is understood that the student believes his/her interests as a student have been adversely affected by someone's departure from or misinterpretation of existing academic policy. (The College reserves the right to establish academic standards and the necessary policies to support them. Consequently, there may be no academic grievance of the contents of published Academic Policies established by the College, including those of individual Academic Programs and individual instructors.)

**Informal Conciliation:** A student wishing to alter or reverse any academic action must first attempt to resolve the matter informally and expeditiously. The student shall contact the approved clinical instructor within seven (7) calendar days of the action in question to schedule an appointment (in cases where the dispute is final grade, "action in question" shall refer to the date of receipt of the grade). The student is expected to present his/her concerns and to weigh the PRECEPTOR's response. If not resolved, the student may discuss the matter with the Coordinator of Clinical Education. If the student's complaint is with the Coordinator of Clinical Education, then he/she may discuss the matter with the Department Chair.

If no resolution is reached, the matter will be discussed with the Vice President for Academic Affairs. If the issue remains unresolved then the student may begin the Formal Grievance Process. In any event, if the matter is not resolved, any formal grievance must be filed within twenty-one (21) calendar days of the action in question.

If the issue under dispute impacts the student's ability to register for a course or courses in a subsequent semester, a determination of an exception to existing policy will be made by the Vice President for Academic Affairs.

**Formal Grievance Process:** If no resolution is reached, the student may begin the Formal Grievance Process — which must be filed within twenty-one (21) calendar days of the action in question (hence, the informal conciliation process has occurred within this overall time period). Procedures for filing a Grievance may be obtained in the Office for Academic Affairs.

### **Grievance Process for Non-Academic Issues**

The Non-Academic Grievance Process provides students with a mechanism to address non-academic related issues pertinent to the approved clinical instructor-student relationship. In the event a student has a complaint against an PRECEPTOR, not related to an academic action, students will contact their PRECEPTOR within (7) calendar days of the incident/complaint in question. If not resolved, the student may discuss the matter with the Coordinator of Clinical Education. If the student's complaint is with the Coordinator of Clinical Education, then he/she may discuss the matter with the Department Chair. If no resolution is reached, the matter will be discussed with the Vice President for Academic Affairs. If the issue remains unresolved then the student may begin the Formal Grievance Process. In any event, if the matter is not resolved, any formal grievance must be filed within twenty-one (21) calendar days of the action in question.

### **General Medical Clinical Experience**

The General Medical Clinical Experience will be completed during the senior year as part of Clinical Athletic Training V and VI. In addition to completing the requirements of the assigned clinical experience each student will be excused from attending his/her assigned affiliated clinical site to complete a minimum of 10 hours per semester at a local medical facility with exposure to general medical conditions. An ATEP faculty member will coordinate student scheduling with the medical facility supervisor prior to the starting date. CORI checks will be required of each ATS prior to beginning the general medical clinical education experience.

### **Transportation/Extra Costs**

The Lasell College ATEP will make every attempt to minimize extra costs associated with the program. Students in the Athletic Training major may incur some extra costs associated with his/her clinical education experience. Additional expenses may include costs associated with travel to off-campus affiliated clinical sites and dress code requirements. If a student does not have access to an automobile, public transportation is available. Access to an automobile will be a factor in assigning certain clinical education experience.

## **Clinical Education Experience Assignment Overview**

### **First Year Observation**

Athletic Training Students in the spring semester of their freshman year participate in 20 hours of supervised observation with the Lasell College Athletic Training staff. The experience allows the student to become oriented with the daily operations of a traditional athletic training setting while experiencing professional interactions between patients, athletes, staff members, coaches and administrators.

### **Sophomore Year**

AT 203 - Clinical Athletic Training I (fall)

- Emphasis placed on taping/wrapping/bracing techniques, emergency techniques (i.e., spine boarding, splinting, vital signs), prevention and care of environmental conditions, proper fitting of protective equipment, primary and secondary surveys.  
hour requirement: minimum 120

AT 204 - Clinical Athletic Training II (spring)

- Emphasis placed on recognition and assessment of lower extremity injuries, medical documentation skills and professionalism  
hour requirement: minimum 150

### **Junior Year**

AT 302 - Clinical Athletic Training III (fall)

- Emphasis placed on recognition and assessment of upper extremity injuries, medical documentation skills and professionalism  
hour requirement: minimum 150

AT 305 - Clinical Athletic Training IV (spring)

Emphasis placed on design, implementation and modification of therapeutic exercise protocols for each phase of the rehabilitation plan.  
hour requirement: minimum 150

### **Senior Year**

AT 402 - Clinical Athletic Training V (fall)

Emphasis placed on incorporation of therapeutic modalities into each phase of the rehabilitation plan.

General Medical clinical education experience

- Refinement and mastery of all previously covered AT skills, techniques and knowledge with emphasis on the lower extremity.
- Begin preparation for BOC Exam

hour requirement: minimum 150

AT405 - Clinical Athletic Training VI (spring)

Emphasis placed on medical documentation skills, Athletic Training administration and organization skills, professional skills

General Medical clinical education experience

- Refinement and mastery of all previously covered AT skills, techniques and knowledge with emphasis on the upper extremity.
- Finalize BOC Exam preparation

hour requirement: minimum 150

## **PRECEPTOR Selection Process**

The Lasell College ATEP strives to provide each student with a breadth of experiences in order to facilitate optimal learning. The ATEP faculty believes that clinical education experiences in a wide range of settings, under the supervision of various athletic trainers and allied health professionals, maximizes learning and provides a greater depth of knowledge. Additionally, to create a favorable learning environment we limit the number of ATS' placed under the supervision of an PRECEPTOR. A goal of the ATEP is to maintain a 1:2, PRECEPTOR to ATS ratio, to allow each PRECEPTOR the opportunity to provide a higher quality experience per student while still attending to their daily responsibilities as a clinician.

An affiliated clinical site and PRECEPTOR is selected by the ATEP Coordinator of clinical education (CCE). When the need for a new affiliated clinical site becomes evident (based on enrollment numbers) the CCE will contact local high schools, colleges, universities, clinics, hospitals or appropriate health care facility. If a potential clinical site supervisor expresses interest in creating an affiliation with the Lasell College ATEP, a meeting is scheduled between the CCE and clinical site supervisor/director. Meetings are held at the potential affiliated clinical site to give the CCE the opportunity to inspect the facility as a potential educational environment. During a one-on-one meeting, the CCE will review ATEP expectations, the roles and responsibilities of the PRECEPTOR/ATS/ATEP, according to CAATE, provide an overview of the ATEP, and answer any questions. Upon completion of the meeting, if the CCE and facility supervisor agree to enter into a clinical affiliated site contract agreement, a date is established for the facility supervisor to attend an Approved Clinical Instructor (PRECEPTOR) workshop, which provides an in-depth review of the ATEP, the roles and responsibilities of an PRECEPTOR, and as well as a number of educational components needed to maximize the ATS clinical experience.

Before an ATS is assigned to an PRECEPTOR, a clinical affiliation site contract agreement must be signed between the ATEP, PRECEPTOR and an administrator representing the affiliated clinical site. In order to monitor PRECEPTOR performance, each PRECEPTOR must meet with the CCE at least once/clinical education experience to review ATS progress, ATEP expectations and any changes in the ATEP. Additionally, annual performance evaluations of each PRECEPTOR are completed by the ATEP CCE.

## **Roles and Responsibilities in Clinical Education**

### **The role of a PRECEPTOR:**

1. To function as an ATS educator
2. To function as a health care provider
3. To serve as a professional role model for the ATS

### **Responsibilities of the PRECEPTOR**

1. Assist in the evaluation of Athletic Training Educational Competencies
2. Provide assessment of ATS clinical proficiencies
3. To provide direct supervision to each ATS assigned to him/her
4. Provide a plan and direct the clinical education experience for each student
5. Provide an optimal learning environment
6. Assist ATEP faculty in providing consistent, objective assessment of the ATS clinical education experience
7. Follow all guidelines and recommendations established by CAATE and Lasell College ATEP
8. Attend Lasell College PRECEPTOR workshops

9. Communication with ATEP Faculty: Meet with the ATEP a minimum of 1 time/clinical rotation and communicate via telephone and/or email to monitor ATS progress
10. Review, demonstrate and practice clinical skills with each student (using a variety of methods to accommodate learning styles)
11. Provide ATS with opportunity to practice psychomotor competencies
12. Provide ATS with opportunity to practice clinical proficiencies
13. Provide ATS with opportunity for application of didactic material
14. **Meet with each ATS regularly through out the semester; a minimum of 3 times**
  - a. Establish and review goals for ATS at the beginning of semester
  - b. Establish and review expectations of PRECEPTOR to the ATS
  - c. **Discuss and review progress at mid-semester, complete and sign mid-semester performance evaluation**
  - d. Discuss and review clinical education experience and accomplishments at the end of the semester **complete and sign final semester performance evaluation**
15. **Forward a copy of the mid-semester performance evaluation to the ATEP CCE, at mid-semester, as proof of meeting with the ATS**
16. Challenge skills and identify areas of weakness of the ATS
17. Document performance (process and outcome) of the ATS
18. Evaluate the ATS' progress repeatedly and consistently
19. Identify potential problems with ATS
20. Prior to beginning each clinical education experience review all facility policies and procedures with ATS
21. Prior to beginning each clinical education experience state PRECEPTOR expectations of ATS
22. Limit ATS clinical experience hours to an average of no more than 20 hours per week
23. To provide a minimum of 3 days of clinical education experience per week and a maximum of 5 days of clinical education experience per week.
24. To enforce the Lasell College Athletic Training Education Program Student Manual
25. Complete a self-assessment evaluation annually (to be provided by the ATEP)

# LASELL COLLEGE

## Athletic Training Education Program

### Guidelines for ATS Travel Experiences

The following guidelines have been developed to allow ATS to travel alone (without you) to one of our affiliated sites (listed below). Remember that ATS should **not** be allowed to travel alone with teams as a “First Responder.”

- Contact the host PRECEPTOR to determine if he/she is willing to supervise the ATS
- If the host PRECEPTOR cannot be reached or is unwilling to supervise the ATS, **do not send the student with the team!**
- Notify the CCE 617-243-2131

### Lasell College ATEP Affiliated Sites

College/University Setting	Approved Clinical Instructors (as of Fall 2011)
Babson College	Rick Burr (rburr@babson.edu) Matt Piantidosi (mpiantedosi@babson.edu) Jen Warnick (jwarnick@babson.edu)
Bentley University	Brooks Farry (football - bfarry@bentley.edu) Liz Kasa (women's basketball - ekasa@bentley.edu)
Boston College	Steve Bushee (football – bushee@bc.edu) Bert Lenz (men's ice hockey – lenzb@bc.edu)
Brandeis University	Lisa DeNicola (denicola@brandeis.edu) Niki Rybko (nrybko@brandeis.edu) Rick Cox (rcox@brandeis.edu)
Curry College	John Ostrowski (jostrows0109@curry.edu) Christy Barone (cbarone0809@curry.edu) Isaac Weaver (iweaver0211@curry.edu)
Emmanuel College	Ron Laham (lahamro@emmanuel.edu) Ellie Morse (morseel@emmanuel.edu) Katie Bloor (blook@emmanuel.edu)
Mt Ida College	Brian Binari (bbinari@mountida.edu)
Lasell College	Chris Troyanos (ctroyanos@lasell.edu) Alexis Quigg (aquigg@lasell.edu)
Regis College	Devin Cashman (devin.cashman@regiscollege.edu) Shauna Kelly (shauna.kelly@regiscollege.edu)
Simmons College	Alicia Roane (alicia.roane@simmons.edu) Mike Welch (mwelch603@gmail.com)
<b>High School Setting</b>	<b>Approved Clinical Instructors</b>
Newton South HS	PJ Jordan-Quern @sportsandpt.com
St. Sebastian's School	Kern Fitzgerald (kern_fitzgerald@stsebs.org) Nick Laurence (nick_laurence@stsebs.org)
Weston HS	Andrew Rizza ( <a href="mailto:rizzaA@mail.weston.org">rizzaA@mail.weston.org</a> ) Shayna Kimpland ( <a href="mailto:kimplandS@mail.weston.org">kimplandS@mail.weston.org</a> )

## **Clinical Supervision Policy / Student Supervision Policy**

An Approved Clinical Instructor (PRECEPTOR) or Clinical Instructor (CI) is responsible for providing direct supervision to each athletic training student at all times. Direct supervision is defined by CAATE, and the NATA Education Council, as constant visual and auditory interaction between the athletic training student and the PRECEPTOR/CI. Within the context of direct supervision it is expected that the PRECEPTOR instruct and assess the ATS' clinical proficiencies.

## **Clinical Education Experience Orientation**

Each student enrolled in a Clinical Athletic Training Course will attend an orientation on the first day of their assigned clinical education experience at his/her assigned affiliated clinical site. The orientation should include but is not limited to:

- Orientation and review of the Emergency Action Plan\*
- Orientation and review of the universal precaution and biohazard waste management policy and procedure
- Orientation and review of the Communicable Disease Policy
- Orientation and review of Blood-borne pathogen procedures
- Orientation and review of Lasell College ATS Manual and clinical education manual
- Orientation and review of affiliated clinical site policy and procedure manual
- Orientation and review of medical documentation system (written and/or computer software systems)
- Tour of the facility
- Introduction to all staff and facility personnel
- Discuss and review ATS expectations of the PRECEPTOR
- Discuss and review PRECEPTOR expectations of the ATS
- Establish and review ATS learning objectives/goals
- Orientation and review of ATS roles and responsibilities

\*A hard copy of the Emergency Action Plan is available at each affiliated clinical site



### **Responsibilities of the ATS**

1. Maximize learning experience by utilizing opportunities provided for skill acquisition, practice and application of didactic material
2. Adhere to the Lasell College ATEP Student manual
3. Adhere to the affiliated clinical site policy and procedure manual
4. Assess assigned PRECEPTOR and affiliated clinical site
5. Attend the assigned clinical education experience a minimum of 3 days per week and a maximum of 5 days per week completing a maximum average of 20 hours per week.
6. Adhere to the weekly schedule provided by the PRECEPTOR
7. Provide a minimum 2 week notice for requested time off from the assigned clinical education experience
8. Call PRECEPTOR within 24 hours if not attending assigned clinical education experience due to an emergency
9. Complete all paperwork and assignments listed in the Clinical Athletic Training course syllabus
10. Communicate with PRECEPTOR and ATEP via meetings, emails and/or phone calls regarding ATEP questions, comments or concerns.
11. Meeting with CCE a minimum of once per semester to discuss progress of clinical education experience
12. Be available on nights and weekends

### **Responsibilities of the ATEP faculty/administration**

1. Clearly define and describe the roles, responsibilities, and expectations of the PRECEPTOR, ATS and ATEP via the Athletic Training Education Program Student Manual
2. Distribute and review the Athletic Training Education Program Student Manual upon ATS entrance into the ATEP
3. Distribute and review the Athletic Training Education Program Student Manual with PRECEPTORS at the beginning of each academic year
4. Provide a fair, consistent and equitable evaluation tool for the assessment of each ATS
5. Provide each PRECEPTOR and ATS with a Clinical Education Manual and appropriate up-dates
6. Monitor acquisition of psychomotor competencies and clinical proficiencies
7. Develop performance evaluation, instructional evaluation and professional behavior evaluation tools
8. Organize instruction of didactic competencies, psychomotor competencies and clinical proficiencies in an appropriate sequence
9. Clearly define clinical competencies and objectives
10. Maintain individualized files of each ATS
11. Distribute and review all clinical education evaluation tools at the beginning of each semester with each ATS
12. Create and maintain the Athletic Training Student Manual and clinical education evaluation tools
13. Review and up-date the Athletic Training Student Manual annually



15. Identify potential conflict within the program
16. Provide an open line of communication between PRECEPTOR/Clinical Sites and ATEP faculty and administration via meetings, emails or phone calls
17. Communicate with PRECEPTOR meet with the PRECEPTOR a minimum of once per clinical education experience and communicate via telephone and/or email to monitor ATS progress
18. Contact PRECEPTOR mid-semester to discuss results of individual meetings between PRECEPTOR and ATS and to request a copy of the mid-semester performance evaluation
19. Assess each PRECEPTOR annually  
Provide each PRECEPTOR data annually regarding ATEP and ATS assessment of PRECEPTOR

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