

**THE UNIVERSITY OF NORTH CAROLINA  
AT CHAPEL HILL  
UNDERGRADUATE ATHLETIC TRAINING PROGRAM  
HANDBOOK**

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**W**elcome to the University of North Carolina's Undergraduate Athletic Training Education Program. We are pleased that you have expressed interest in the program, as we believe it has a tremendous amount to offer students who wish to begin a career in athletic training or other related medical fields. Under the direction of Kevin Guskiewicz the program received its initial accreditation by CAAHEP in October 1997. Since this time the program has grown to be recognized as one of the "outstanding programs" in the nation. As the current program director it is my goal to maintain the program's level of excellence and continue to move forward and improve our program.

Since then we have graduated about 15 students a year who have successfully passed the BOC exam and gone on to successful careers in athletic training or other related medical fields. More than 70% of our graduates accept positions in graduate programs related to athletic training / sports medicine or other related medical programs (physical therapy, medical school, physician assistant). While these numbers do not solely determine our program's quality, they speak to our students' level of education and the effort our faculty and clinical instructors put forth towards our students' development.

In 2009, the program underwent successful site visit and was granted a 10 year re-accreditation. This recognition can be directly attributed our program's students, faculty and staff, and the positive changes that have taken place since our initial accreditation. Our program offers seven core athletic training classes, in combination with the Department of Exercise and Sport Science curriculum. We provide clinical opportunities at a local college, several local high schools, and UNC's varsity and club athletic teams. The program also offers a general medicine and orthopaedic surgery observation to further enhance learning opportunities for the athletic training student.

Without question, we set very high standards for our athletic training students, clinical supervisors, and faculty. It is very important that athletic training students are aware of the program policies and procedures, and this can best be accomplished by familiarizing yourself with this handbook. The undergraduate athletic training student is a vital part of our sports medicine team. We hope you will take pride in your work, ownership in our program, and represent the University of North Carolina with utmost professionalism.  
Best of luck in your endeavors!

Sincerely,

Meredith Petschauer, PhD, ATC, LAT  
Program Director

### **Declaration of Understanding**

I have read and understand the UNC Undergraduate Athletic Training Education Program Handbook. By signing below I affirm that I understand the policies in this handbook and agree to comply with those policies. I further understand that if I am in violation of the policies in this handbook that I can be put on probation or dismissed from this program.

\_\_\_\_\_  
Sign Name

Date \_\_\_\_\_

\_\_\_\_\_  
Print Name

**UNIVERSITY OF NORTH CAROLINA – CHAPEL HILL  
UNDERGRADUATE ATHLETIC TRAINING EDUCATION PROGRAM**

**Mission Statement**

The primary purpose of the Athletic Training Education Program at UNC is to develop a competent and contributing entry-level professional in the field of athletic training. This will be accomplished by providing an educational experience that includes an effective blend of classroom instruction and clinical experience in preparation for taking the Board of Certification examination. This preparation, along with successfully passing the certification exam, will qualify certified athletic trainers for employment in high schools, colleges, professional sports programs, and other health care settings.

**Athletic Training Educational Objectives**

1. To promote acceptable standards of ethical conduct at every opportunity, and adhere to the NATA code of ethics.
2. To provide an opportunity for each student to develop optimal skills as specified in the Competencies in Athletic Training for the following areas:
  - Prevention of athletic injuries
  - Recognition, evaluation & assessment of Injury
  - Immediate care of injury
  - Treatment, rehabilitation & reconditioning of athletic injury
  - Health Care Administration
  - Professional Development & Responsibility
3. To continually determine the reliability and validity of athletic training course content and training room experience.
4. To continually seek the highest quality in (a) instructional technique, (b) equipment, (c) clinical experiences, and (d) student work.
5. To provide all students the opportunity to develop their skills in a variety of clinical settings and with a variety of athletes. This should include opportunities to work with both male and female sports, team and individual sports, contact and non-contact sports.
6. To place students into supervised situations which require the use of common sense, rational thinking and problem solving skills.
7. To offer situations in which the student may put the theory of the classroom into practice.
8. To expose the student athletic trainer to other professionals of the athletic health care team both in the classroom and in the clinical settings.

## **ACADEMIC POLICIES**

*Success is a journey, not a destination.*

*You'll always miss 100% of the shots you don't take.*

## Admission Policy

1. Students apply to enter the athletic training program during the fall semester of their sophomore year for entrance during the spring semester. Prerequisites for application include: a minimum of 50 hours of observation in the Stallings Evans Sports Medicine Center, a minimum GPA of 2.75, and a minimum grade of a B in EXSS 175 (Human Anatomy) and EXSS 188 (Emergency Care of Injury and Illness). NOTE: In order to be assigned observational hours prior to applying students must have a minimum GPA of a 2.0. Once admitted to the program students are required to be certified in both CPR and First Aid.
2. Applications are accepted between **October 1<sup>st</sup>** and **October 15<sup>th</sup>** for students who wish to begin the program during the following academic semester. The application process is completed with a formal interview. Athletic training faculty, staff athletic trainers, and graduate students may be asked to serve on the interview committee. The program director and clinical site coordinator will make all final decisions.
3. As part of the admissions process, applicants must read and sign the "[Technical Standards for Admissions](#)" form and the "Medical Records Release Authorization" form. The "[Medical Records Release Authorization](#)" form allows the physicians associated with our program to review your medical records and determine whether or not you are physically able to meet the technical standards set forth by the Undergraduate Athletic Training Education Program at the University of North Carolina at Chapel Hill. These forms are available from the program director.
4. Students are notified of their status just prior to registration so they can schedule the appropriate courses for the semester. Students who are granted a position in the program are notified of their clinical affiliation site for the spring semester around **November 10th**.
5. The number of students accepted into the program each year is based upon the availability of staff and clinical experience opportunities. On average, the number of students accepted per year will range between 12 and 15.
6. Students can apply while they are taking the prerequisite courses and therefore are admitted on a contingent basis. Their admission will be finalized at the end of the semester when they have met the prerequisite requirements.
7. Once admitted to the program, students must commit themselves to a minimum of five semesters for the completion of coursework and clinical experience. The clinical experience of 1000 hours (minimum 200 hours per semester) must be completed in no less than five semesters.
8. Students must have been or plan to be vaccinated for Hepatitis B Virus or sign a waiver indicating they decline to receive a vaccine and assume the risks involved.

### *Transfer Students*

Transfer students that have met the aforementioned admissions requirements are eligible to apply for admittance to the program. Courses (credits) are transferable however, students will be required to take the human anatomy course (EXSS 175) and the emergency care course (EXSS 188) from UNC-Chapel Hill as well as the core Athletic Training courses. Students must also complete the 50 hours of observation in the **STALLINGS EVANS SPORTS MEDICINE CENTER** (i.e., hours obtained from another institution are not transferable).

Transfer from an accredited athletic training program:

A student may transfer into the UNC athletic training education program if the following conditions are met;

1. They must have applied and been admitted to that program.
2. They must have completed the prerequisite coursework (Equivalent to EXSS 188 and EXSS 175) with a grade of at least B.
3. They can only transfer in the equivalent to EXSS2 65 as per review of the course and competencies taught in that course by the program director and instructor of EXSS 265.
4. They must have one clinical rotation completed with a satisfactory rating.

If these requirements are met they will be admitted to the UNC Athletic Training Education program on a provisional basis for the first semester. They will begin by registering in the fall for EXSS 366 and 271. At the mid semester of these classes the student's performance will be evaluated and must be satisfactory to be formally admitted to the program. If these requirements are not met the student can still transfer, but will transfer in with the status of any other student.

### ***Student Athletes***

Student athletes are eligible to apply for admittance into the Undergraduate Athletic Training Education Program, however, it will not be possible to complete the program requirements without full cooperation from the athlete's coaching staff. No exceptions will be made to the course sequencing if admitted to the program, nor will exceptions be made for meeting the required 1000 clinical hours within the minimum of five semesters. Clinical hours during the athlete's in-season may be deferred to a later semester. During the athlete's off-season he/she will not be permitted to participate in his/her respective sport if it conflicts with the clinical site assigned.

## **Progress Evaluation and Retention Requirements**

1. Normal progress towards completion of the program requirements will be monitored by the student's faculty advisor, the program director, and the clinical site coordinator.
2. Students falling below 2.75 (cumulative) GPA will be placed on a one term probationary status and removed from their clinical setting. Students must attain a 2.75 GPA after one term to remain in the program and return to the clinical setting.
3. No grade lower than a C will be accepted in any athletic training course, including the clinical experience classes and all practical competencies must be passed with a minimum of 80% in order to advance to the next athletic training course.
4. There will be two personal performance evaluations each semester (see Athletic Training Student Evaluation Form). If more than 1/3 of the evaluation scores for sections I-III are less than or equal to fair, a mandatory conference will be scheduled with the program director and clinical site coordinator at which time the student may be placed on probation. Additionally for the remaining sections of the evaluation form, it is expected that senior level students will perform consistently at a rating of four, juniors at a rating of three, and sophomores at a rating of two.
5. Students must maintain CPR and First Aid certification, BBP training, and HIPPA training throughout the duration of the program.
6. Any leave from participation in the program will result in withdrawal from the program unless deemed appropriate by the program director (i.e. medical reasons will be considered).

## **Probationary Status and Dismissal Policies**

1. Probation is determined by the program director and clinical site coordinator upon consultation with any involved clinical instructors and/or faculty members.
2. Probation may include:
  - A. Total removal from the clinical site. (length of removal to be determined)
  - B. Reassignment of the clinical site to General Training Room. (length to be determined)
3. Any student who has previously been placed on probation, and receives subsequent probation, may be dismissed from the program. Any student who encounters a third infraction will be dismissed.

**UNC-CH UNDERGRADUATE ATHLETIC TRAINING EDUCATION PROGRAM**  
**SUGGESTED COURSE SEQUENCING**

**Freshman Year:**

**Fall Semester**

\_\_\_\_ *Foundations requirements*  
 \_\_\_\_ *Foundations requirements*  
 \_\_\_\_ *Foundations requirements*  
 \_\_\_\_ *Foundations requirements*  
 \_\_\_\_ *Approaches requirements*  
 \_\_\_\_ *Lifetime Fitness*

**Spring Semester**

\_\_\_\_ *Foundations requirements*  
 \_\_\_\_ *Approaches requirements*  
 (3) \_\_\_\_ BIO 101 - Biology  
 (1) \_\_\_\_ BIO 101L - Biology 11 Lab  
 (3) \_\_\_\_ EXSS 188 Emerg. Care Injury & Illness  
 \_\_\_\_ *Elective*

**Sophomore Year:**

**Fall Semester**    **Apply to Program**

(3) \_\_\_\_ EXSS 175 – Human Anatomy

**Spring Semester**

(3) \_\_\_\_ EXSS 265 – Fundamentals of AT  
 (1) \_\_\_\_ EXSS 393 – Athletic Training Clinical

**Junior Year:**

**Fall Semester**

(3) \_\_\_\_ EXSS 366 – Evaluation of Athletic Injury  
 (3) \_\_\_\_ EXSS 276 – Human Physiology  
 (1) \_\_\_\_ EXSS 275 L – Anatomy Lab  
 Sport  
 (1) \_\_\_\_ EXSS 393 – Athletic Training Clinical

**Spring Semester**

(3) \_\_\_\_ EXSS 367 – Therapeutic Modalities  
 (1) \_\_\_\_ EXSS 393 – Athletic Training Clinical  
 (3) \_\_\_\_ EXSS 385 - Biomechanics of  
 (3) \_\_\_\_ EXSS 370 – General Medicine in AT

**Senior Year:**

**Fall Semester**

(3) \_\_\_\_ EXSS 368 – Therapeutic Exercise  
 Seminar  
 (3) \_\_\_\_ EXSS 376 – Physiological Basis of Human Performance  
 (1) \_\_\_\_ EXSS 393 – Athletic Training Clinical  
 Clinical

**Spring Semester**

(3) \_\_\_\_ EXSS 369 – Athletic Training  
 (3) \_\_\_\_ EXSS 360 - Sports Nutrition  
 (1) \_\_\_\_ EXSS 393 – Athletic Training

TOTAL HOURS: 42

**APPLICATION FOR UNC UNDERGRADUATE ATHLETIC TRAINING  
EDUCATION PROGRAM**

Name: \_\_\_\_\_ Date \_\_\_\_\_ PID# \_\_\_\_\_

Permanent Address: \_\_\_\_\_ Year \_\_\_\_\_

Phone Number: \_\_\_\_\_

School Address: \_\_\_\_\_

email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Overall GPA: \_\_\_\_\_

EXSS GPA: \_\_\_\_\_

In the table below, list previous and current courses taken in the department of EXSS. List the presently attained grade in those courses currently being taken.

Course/Number	Grade	Course/Number	Grade	Course/Number	Grade

Athletic Training Room Experience: \_\_\_\_\_ Hours \_\_\_\_\_ Semesters

List two references (staff athletic trainers, graduate students, and faculty) who could be contacted to discuss your work ethic and/or ability to succeed as a student athletic trainer.

Name \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Phone \_\_\_\_\_

On the reverse side of this application or on an attached sheet, briefly (less than 300 words) discuss your professional goals. Please include how you might be an asset to the athletic training program and how your short and long term goals might be met by participation in the program.

The information provided above represents an accurate representation of course work completed or currently in progress according to existing transcripts.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**UNIVERSITY OF NORTH CAROLINA**  
**UNDERGRADUATE ATHLETIC TRAINING EDUCATION PROGRAM**  
**TECHNICAL STANDARDS FOR ADMISSION**

The Undergraduate Athletic Training Education Program at The University of North Carolina at Chapel Hill is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Undergraduate Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education Programs [CAATE]). In addition to classroom academic requirements, all students admitted to the program must possess the ability to perform on-field clinical skills that require significant physical dexterity. Ability to meet the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the Undergraduate Athletic Training Education Program must demonstrate the following:

1. 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;
2. 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;
3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. the ability to record the physical examination results and a treatment plan clearly and accurately;
5. the capacity to maintain composure and continue to function well during periods of high stress;
6. the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the UNC Undergraduate Athletic Training Education Program will be required to verify that they understand these technical standards and that they believe that, with or without reasonable accommodations,\* they can meet the standards.

I certify that I have read and understand the technical standards for selection listed above, and I

believe to the best of my knowledge that I can meet each of these standards with or without reasonable accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

*\*Reasonable accommodations are designed to ensure that the student has equal access to the program and they in no manner may jeopardize clinician/patient safety, the educational process of the student or institution, including all coursework, clinical experiences and internships deemed essential to graduation.*

Signature of Applicant \_\_\_\_\_

Date \_\_\_\_\_

## **CLINICAL POLICIES**

## **Guidelines for Clinical Experience**

### Purpose and Design of Clinical Experience

The athletic training clinical experience is designed to provide students with the various “real life” situations that athletic trainers face on a daily basis. The student will attend both practices and competition. During these sessions, he/she will be responsible for injury prevention, recognition, management, and rehabilitation for athletes affiliated with their particular sport(s). The experience is provided to allow students to develop specific technical skills and knowledge through direct application of services to the athletes.

The general outline of this experience is defined to some extent by the requirements set by CAATE, yet is designed according to the unique opportunities available at the University of North Carolina-Chapel Hill and the surrounding area. The variety of settings available to students should provide for a diversified experience over the duration of their education, and prepare students for jobs in settings they will most likely be seeking following graduation.

### Clinical Coordinators

Joseph Myers, PhD, ATC, LAT

Brian Pietrosimone, PhD, ATC, LAT

### Description of Clinical Settings

The University of North Carolina at Chapel Hill currently fields 28 varsity sports teams which operate out of three athletic training rooms. The athletic training rooms are staffed by nine full-time certified athletic trainers, many of whom also have some responsibilities in the Student Health Service’s Physical Therapy Clinic. Each of these athletic trainers is responsible for approximately two teams. Additionally, several faculty and graduate students from the Department of Exercise and Sport Science, work as certified athletic trainers. All UNC certified athletic trainers serve as approved clinical instructors. In addition to the staff athletic trainers, 1 or 2 graduate assistant athletic trainers enrolled in the accredited Graduate Program in Athletic Training are assigned to each team. These graduate assistants also play an active role in the education and supervision of the undergraduate athletic training students.

The program’s remaining clinical sites are at various settings throughout the Triangle area. The clinical supervisors at these sites are all certified athletic trainers and approved clinical instructors.

Finally, to obtain a general medicine experience students spend a few days at UNC Family practice and Campus Health observing the physicians in those settings.

### Student Requirements

All athletic training students must complete a minimum of 1000 clock hours of clinical experience under the direct supervision of approved clinical instructors located in the various clinical sites. These 1000 hours must be accrued over the student’s five semesters in the program. Students will likely complete 1000+ hours over five semesters. The maximum number of hours that a student may obtain during their clinical experience is 320 hours in a 16 week semester.

Students may count hours while they are in an ACI/CI supervised situation assisting with patient care. They may not count hours if they are acting as a first responder, traveling, or are assisting while school is not in session.

The clinical experience will include both athletic practices and competitive events. Some of the practical experience (no more than 275 hours towards the 1000) may extend beyond the traditional setting, into a sports medicine/physical therapy clinic or research laboratory setting that is supervised by a certified athletic trainer.

Each student will rotate through several types of clinical settings including equipment intensive sports, upper and lower extremity sports, male and female teams and general medicine exposure. They also will be assigned at least one off campus rotation. Students are responsible for any travel cost to and from that assignment.

All students are responsible for communicating with their ACI and being an active participant in their education. The quality of the experience is based on not only the ACI's instruction, but the student's willingness to be taught, ask questions, and practice what they have learned in the classroom. Part of a student's responsibility is to begin to understand clinical decision making. While students are not to be put in a position where they are the only one making the decision, they should be observing those decisions and understanding why they are made. Finally, in addition to the clinical skills learned in their assignment students are expected to always conduct themselves in an ethical and professional manner.

### Contractual Agreement

Once students begin their clinical rotations, they are required to sign a contractual agreement (see form), for each clinical assignment, outlining specific responsibilities which will have been agreed upon by both student and the ACI. This contract emphasizes the student's commitment to the clinical experience.

### Enrollment and Grading

Students who have been accepted into the program will be assigned to a clinical site. During the first four semesters students will register for the Clinical Experience course (EXSS 271). The grade for this class is dedicated to their performance in the clinical setting. Part of the student's grade will reflect his/her performance during the clinical experience as assessed through a standard Clinical Evaluation Form (see form). A formal evaluation will be conducted at mid semester and at semester's end. The evaluation will be completed by the approved clinical instructor and discussed in depth with the student so that the student may be aware of his/her strengths and weaknesses. Any breach of the contractual agreement will be documented on the evaluation form. The remaining portion of the grade will be determined based on performance during the signature assignments and participation in the 271 lecture series.

### Clinical Assignments and Rotations

Assignments for the students are ultimately made by the clinical site coordinator following consultation with the other approved clinical instructors. Every effort is made to offer students a variety of experiences (university, high school, clinic, research settings) during their five semesters. **If you are assigned to an off campus rotation you are responsible for the cost of your transportation to that site.**

At approximately mid-semester of every spring, students in the program are asked to rank their preference for clinical sites for the next school year. Prior to semester's end (approximately April 20th), letters of assignment are delivered and students are instructed to meet with their approved clinical supervisor before leaving for summer break. At this time, students are assigned a reporting date by their clinical instructor. **In most cases students are required to begin their clinical experience several days prior to the start of school (be prepared to begin as early as August 10<sup>th</sup>).** **Note: vacations, summer jobs, sorority/fraternity functions, etc. are not acceptable excuses.** Students will remain at their clinical site for one semester, with all responsibilities terminating on the day prior to Reading Day. These students will then be responsible for meeting with their clinical instructor for the spring semester before leaving for break. **Again, students may be asked to return to their new sites prior to the start of school (January 3<sup>rd</sup>).** This rotation will also last one semester, with responsibilities terminating on the day prior to Reading Day. Additional supervised hours may be accrued following completion of final examinations if both student and clinical instructor agree.

Those students assigned to winter sports (basketball, wrestling, gymnastics, and swimming) will be assigned to one of the athletic training rooms during the first one-third of the fall semester and the last one-third of the spring semester (or whenever their team is not in season).

### Clinical Progressions

The program director and the clinical site coordinators will make assignments based on the need of each student enrolled in the program. Needs are based on the following criteria (prioritized):

1. Adequate balance of upper extremity, lower extremity and equipment intensive sports, as well as a rotation through general medicine.
2. Adequate balance of types of settings, whereby the student will spend at least one semester in each of the three types of settings: UNC in season sport, UNC out of season sport, and off campus setting (high school or clinic).
3. Adequate balance of men's and women's sports.
4. Variety of clinical instructors, whereby the student will have at least 3 different clinical instructors during his/her last 4 semesters.
5. Future direction of the student, whereby the student will be assigned (if possible) to a clinical site that best represents the setting for which they may seek employment following graduation.

### Student Summary of Clinical Experience

Students will be asked to submit a summary (see form) of their clinical experience at the conclusion of every semester. This summary will help the program director and clinical site coordinators critique the various clinical settings to ensure that students receive what they believe to be a quality experience. Furthermore, the summary will help to validate the program's goals and mission statement.

Students will also submit an evaluation of their approved clinical instructor. This evaluation will serve to enhance the experience of future students by giving the program director and clinical site coordinators an idea of the performance of the approved clinical instructors.

Throughout the experience students are required to keep a journal recording learning opportunities and reflections. The goal of the journal is to provide a visual for students to see what they are learning and help them to share those experiences with their classmates.

### Clinical Supervision

Every certified athletic trainer supervising a clinical experience attends ACI training to become ACI's. During this training ACI's learn about students learning styles, giving constructive feedback, the expectations that they should have of students and the expectations that the program has of them. ACI's are encouraged to be demanding of students and quiz them as well as be prepared for students to ask questions about what they have learned in class and what they are observing and doing clinically. The focus of clinical education is on the goal of creating a strong clinician. This is accomplished through mentoring, instructing and encouraging autonomy in students. It is important that they begin to learn to make clinical decisions. It is not accomplished through embarrassing or ridiculing students in front of their peers and athletes. Positive constructive correction and allowing students to learn from mistakes is a valuable tool and is strongly encouraged.

Students are not to be placed in positions in which they are on their own to make decisions about athlete care and return to play. It is crucial that the ACI be present at all times to assist the student when needed. Students are not to travel without the ACI.

Students who are enrolled in the EXSS 271 Clinical course are expected to only perform those skills in which they have been instructed and evaluated.

Finally, ACI's are encouraged to emphasize a balance between a student's clinical and academic responsibilities. This balance is important to the overall experience in the athletic training program and will teach students to maintain that balance when they are working professionals.

The University of North Carolina at Chapel Hill  
James A. Taylor Student Health Service

## Confidentiality Statement

As a user of information at UNC Chapel Hill Student Health Service you may develop, use, or maintain (1) patient information (for health care, quality improvement, peer review, education, billing, reimbursement, administration, research or for other approved purposes), (2) personnel information (for employment, payroll, or other business purposes), or (3) confidential business information of UNC Chapel Hill Student Health Service and/or third parties, including third-party software and other licensed products or processes. This information from any source and in any form, including, but not limited to, paper record, oral communication, audio recording, and electronic display, is strictly confidential. Access to confidential information is permitted only on a need-to-know basis and limited to the minimum amount of confidential information necessary to accomplish the intended purpose of the use, disclosure or request.

It is the policy of UNC Chapel Hill Student Health Service that users (i.e., employees, students, volunteers, vendors and other outside affiliates) shall respect and preserve the privacy, confidentiality and security of confidential information. **Violations of this statement include, but are not limited to:**

- **accessing confidential information that is not within the scope of your duties;**
- **misusing, disclosing without proper authorization, or altering confidential information;**
- **disclosing to another person your sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas;**
- **using another person's sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas;**
- **intentional or negligent mishandling or destruction of confidential information;**
- **leaving a secured application unattended while signed on; or**
- **attempting to access a secured application or restricted area without proper authorization or for purposes other than official UNC Chapel Hill Student Health Service business.**

Violation of this statement may constitute grounds for corrective action up to and including termination of employment or student status in accordance with UNC Chapel Hill policies. Unauthorized use or release of confidential information may also subject the violator to personal, civil, and/or criminal liability and legal penalties.

I have read, understand, and agree to comply with the terms of the above statement and will read and comply with the following University and/or SHS policies relating to privacy and security:

- *UNC Chapel Hill/SHS Privacy and Confidentiality of Protected Health Information* (SHS policy IM-22)
- *SHS Computer Use and Information Security* (SHS policy IM-03)

Name: \_\_\_\_\_

Job Title/Supervisor: \_\_\_\_\_ / \_\_\_\_\_

Department Name: \_\_\_\_\_

Signature/Date \_\_\_\_\_ / \_\_\_\_\_

### EXAMPLES OF BREACHES OF CONFIDENTIALITY

<p><b>Accessing confidential information that is not within the scope of your duties:</b></p> <p>Unauthorized reading of patient account information;</p> <p>Unauthorized reading of a patient's chart;</p> <p>Unauthorized access of personnel file information;</p> <p>Accessing information that you do not "need-to-know" for the proper execution of your duties.</p>	<p><b>Misusing, disclosing without proper authorization, or altering confidential information:</b></p> <p>Making unauthorized marks on a patient's chart;</p> <p>Making unauthorized changes to a personnel file;</p> <p>Sharing or reproducing information in a patient chart or a personnel file with unauthorized personnel;</p> <p>Discussing confidential information in a public area such as a waiting room or elevator.</p>
<p><b>Disclosing to another person your sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas:</b></p> <p>Telling a co-worker your password so that he or she can log in to your work or access your work area;</p> <p>Telling an unauthorized person the access codes for personnel files, patient accounts, or restricted areas.</p>	<p><b>Using another person's sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas:</b></p> <p>Using a co-worker's password to log in to the Health Care System computer system or access their work area;</p> <p>Unauthorized use of a login code for access to personnel files, patient accounts, or restricted areas.</p>
<p><b>Intentional or negligent mishandling or destruction of confidential information:</b></p> <p>Leaving confidential information in areas outside of your work area, such as the cafeteria or your home.</p> <p>Disposing of confidential information in a non-approved container, such as a trash can.</p>	<p>Leaving a secured application unattended while signed on:</p> <p>Being away from your desk while you are logged into an application.</p> <p>Allowing a co-worker to use your secured application for which he or she does not have access after you have logged in.</p>
<p><b>Attempting to access a secured application or</b></p>	

**restricted area without proper authorization or for purposes other than official UNC Chapel Hill Student Health Service business:**

Trying passwords and login codes to gain access to an unauthorized area of the computer system or restricted area;

Using a co-worker's application for which you do not have access after he or she is logged in.

The examples above are only a few types of mishandling of confidential information. If you have any questions about the handling, use or disclosure of confidential information please contact your supervisor, manager, director, or compliance officer.

## **Dress Code for Athletic Training Students**

You are expected to dress professionally when you are in the training room. All clothing should be neat and clean.

### **Observers:**

Khaki Pants/Shorts (Colors: Blue or Khaki)

Wind Pants – Blue Only

Carolina Blue Observer Shirt \*\* Must be tucked in\*\*

Name Tags

No Hats

Proper Shoe Wear (Tennis shoes; no open toe shoes/sandals)

### **Students in the program:**

Khaki Pants/Shorts (Colors:Blue or Khaki)

Wind Pants – Blue Only

Sports Medicine Shirt (Collar or T-shirt) \*\* Must be tucked in\*\*

No Hats

Proper Shoe Wear (Tennis shoes; no open toe shoes/sandals)

## **Drug/Alcohol/Amorous Relationship Policy**

1. Undergraduate athletic training students shall always serve as a role model to athletes and other athletic training students with whom they have the privilege of working. In doing so, they will refrain from becoming involved in an amorous or sexual relationship with any current athlete for whom the student provides athletic training services or for any athlete whom they may have a future chance of providing athletic training services.
2. Undergraduate athletic training students shall always serve as a role model to athletes and other athletic training students with whom they have the privilege of working. In doing so, they will refrain from engaging in the consumption of alcoholic beverages or other substances deemed either illegal or not conducive to athletic performance with any current athlete for whom the student provides athletic training services or for any athlete whom they may have a future chance of providing athletic training services.
3. An undergraduate athletic training student who fails to act as a quality role model by violating one of the aforementioned policies will be placed on a mandatory one-semester (or four consecutive months during the academic year) probation.

## **UNC Undergraduate Athletic Training Education Program Social Media Policy**

Athletic training students are to conduct themselves in a professional manner that maintains the confidentiality of the athletic population. As such, no name of any athlete may be posted on any social media site. Additionally, no reference may be made about an athlete of any kind on a social media site. Finally, you are not to communicate with athletes via a social media site. Violation of this policy is grounds for dismissal from the program.

## **Blood Borne Pathogens: Exposure Control Plan**

Every year each student must visit the UNC-CH health and Safety Web site to update his/her bloodborne pathogens training. Follow these procedures to update the training:

Go to the web site <http://ehs.unc.edu>

Click on Training

Click on Self Study Units

Click on Bloodborne Pathogens

When you are finished reading the material you need to take the post test.

When you have finished the post test print it out and turn it into Meredith Petschauer.

**(DO NOT SUBMIT IT TO HEALTH AND SAFETY)**

Students are encouraged to obtain the Hepatitis B Vaccine. If you have been vaccinated you must submit your immunization record to Meredith Petschauer. If you choose not to be vaccinated you must fill out a declination form and submit it instead of the immunization record. If you have any questions or have an incidence of exposure it must be reported to your approved clinical instructor and Meredith Petschauer immediately.

The exposure control plan for the university can be found at <http://ehs.unc.edu>.

## **Communicable Disease Policy**

This policy is designed to reduce the risk of disease transmission. Please adhere to the following guidelines.

1. Use good hygiene practices at all times. Please wash your hand frequently and follow the athletic training room rules with regard to cleaning practices.
2. Any exposure to a communicable disease should be reported to your ACI and the clinical coordinator. Please follow the blood borne pathogens exposure control plan if necessary.
3. Any student who has signs of communicable disease that may place others at risk should notify his/her ACI and seek appropriate medical attention. As our sports medicine physicians are employed through student health your ACI can assist you in making an appointment with one of them. If you do not notify your ACI the process may be more difficult.
4. If you miss more than one day of class or clinical rotation you must be evaluated in the Student Health Service.

5. If the student will be out for an extended time it is important that the student discuss this with the clinical coordinator and program director as well as follow the university guidelines.

### **Recording Hours**

As part of the athletic training education program you are required to record the number of hours and type of clinical experience. You should record your hours using the Atrack system. You must log your hours within 5 days of completing them and they will need to be verified by your ACI.

## **On Campus Athletic Training Student Guidelines**

1. The athletic training student will report promptly when scheduled. This includes treatments, practices, games, meetings, inservices, and any other activity deemed essential by the administrative athletic training staff.
2. The athletic training student will dress in the appropriate attire when representing the athletic training program (see dress code). Professional appearance is expected at all times.
3. The athletic training student is responsible for assisting in the maintenance of the athletic training facility whether on or off duty. It is extremely important the athletic training facilities are maintained to provide a professional atmosphere and to decrease the risk of infection and spread of disease.
4. The athletic training student will be held accountable and responsible for their actions whether on or off duty. As a representative of the athletic training education program and the University of North Carolina, it is imperative that a positive and professional attitude be maintained at all times.
5. The athletic training student is expected to maintain the academic standards required of student athletes. Additional standards are required of students pursuing the athletic training specialization (see the requirements of the athletic training program).
6. The athletic training student is expected to arrange their academic schedules as to allow reasonable scheduling in the athletic training facility.
7. The athletic training student will place professional responsibility and their educational pursuit as an athletic trainer as a priority.
8. The athletic training student will schedule any part time jobs or extra curricular activities secondary to their athletic training responsibilities.
9. The athletic training student is expected to be attentive to the safety of all athletes with whom they come in contact. The athletic training student must be aware of any treatments, rehabilitation, or other activities occurring in or out of the athletic training facility and must know the proper emergency protocols.
10. The athletic training student must recognize their personal and professional limitations. It is the responsibility of the student to improve upon and strive to gain the necessary knowledge to become the best athletic trainer they can be.
11. The athletic training student should accept personal praise and criticism with a professional attitude. Discuss any disagreements with the proper administrator immediately.
12. The athletic training student will be exposed to a variety of athletic injury experiences. This is done to provide the student with a comprehensive background in athletic injuries and facilities. The student must accept these assignments as a necessary entity in their development as an athletic trainer.
13. The athletic training student will not discuss any injury or other information that is deemed confidential, with anyone not associated with the athletic training staff. It is the professional and ethical duty of the student athletic trainer to uphold the confidentiality of the athletic training department and those who seek it's services.

14. The athletic training student will maintain up to date CPR and First Aid certification. It is the student's responsibility to update these or any other certifications that are deemed essential by the administrative athletic training staff.

15. The reputation of the athletic training student is based on respect, responsibility, and maturity. Student athletic trainers should be professional in their work habits and in their relationships with those involved in the intercollegiate athletic programs. It is expected that friendships developed will never interfere with the objectivity needed in this profession.

## **Emergency Situations**

If an emergency situation arises determine if it is life threatening or not.

1. If the emergency is life threatening such as heat stroke, cardiac arrest, extensive bleeding, etc. the athlete should be routed directly to UNC hospitals emergency room via the South Orange Rescue Squad (dial 911) on campus or when using the cellular phone call 929-2121.
2. There are different emergency procedures at each clinical site and it is your responsibility to find out from your approved clinical instructor what the emergency plan is for the facility in which you are currently working so you may assist if necessary.

## **Athletic Training Room Rules**

- Please refer to the Stallings Evans Sports Medicine Center Policies and Procedures Manual

## **Athletic Training Room Daily Duties**

It is the duty of everyone working in the athletic training room to keep the athletic training room clean. Please remember that it is a medical facility and that open wounds are being treated; therefore all surfaces that an athlete's skin may contact should be clean.

**The most valuable student is one who can see work without being told.**

The following is a list of duties that the undergraduate athletic training student should be performed daily:

### Treatment area:

1. Clear off the tape counter, wipe down with cleaner and then alcohol, and replace items.
2. Restock tape and supplies.
3. Wash all tables with wiptes after each use.
4. Refill ultrasound gel and water containers for the ES/US units.
5. Empty ice bags that are in the sink and dispose of them.
6. Clean ES/US units and untangle the wires and pads. Place them neatly near their respective units.
7. Check the water level in the hydrocollator. Make sure that if you are going to fill it that all of the pads are in place as to avoid overflow.
8. Hang hydrocollator covers to dry and those that are dry can be returned to the carts. Do not throw them in the laundry unless instructed to do so by a staff athletic trainer.
9. Throw dirty and or wet towels in the laundry bin. Restock clean towels in the cabinet.

10. When the dirty towel bin becomes full, take the bin to the basket room.
11. Roll clean elastic wraps and place them in the drawer.
12. Prepare heel and lace pads.
13. Wipe down the hydrocollator, whirlpools, and ice machine.
14. Drain and clean whirlpools.

#### Rehabilitation Area:

1. Wipe all tables and equipment with wipes.
2. Take weights off the machines and stack on the appropriate racks.
3. Wipe exercise equipment after each use.
4. Vacuum the carpet.

Check the stick cup to make sure that there are no other duties that should be finished.

## **Record Keeping**

It is very important that the proper documentation is maintained on everyone who enters the training room. It is part of your responsibility to help with that documentation.

1. Everyone is to sign in at the front desk before any treatment begins.
2. If a non-athlete comes into the athletic training room it is your responsibility to have them complete the personal data on the Athletic Injury Report Form. Once you have started a form on someone they are your responsibility until they leave the athletic training room. Do not disappear once another athletic trainer begins to evaluate the individual. It is in your best interest to watch and learn from the supervising athletic trainer. (see injury protocol Non-athlete)
3. If an athlete comes in they will either be in for treatment or a new evaluation. An athlete's injury will be recorded in the SOAP note format (see SOAP notes) and recorded into injury tracker (NEXT).
4. If they are just in for treatment make sure you check with the athlete's graduate athletic trainer or staff athletic trainer before setting them up with treatment and/or rehabilitation unless you have been working with this athlete and know what they are supposed to receive. Additionally, they should have a card in the file describing the treatment they are to receive. Athletes will not be treated without a card on file.

## **SOAP NOTES**

Record keeping is an extremely important aspect of athletic injury management. A common method of record keeping is the SOAP note. SOAP is an acronym for the following:

**S** Subjective: Statements made by the athlete such as the current/chief complaint, history of the injury including previous injury to that body part, description of the injury, the mechanism of injury, functional impairment caused by the injury, pain, discomfort, neurological symptoms, and anything that was performed previous to your examination.

**O** Objective: The athletic trainer's visual observations, including deformity, ecchymosis, skin color and texture, gait, and posture. This also includes that athletic trainer's hands on evaluation including; palpation, sensory and nervous system testing, range of motion testing, special joint stability tests, strength testing, and functional testing.

**A Assessment:** This includes the athletic trainer's impression of the injury. It should include the severity of the injury, the type of injury, and the body part involved.

**P Plan:** This is the formulation of a plan for immediate treatment and future plans and an indication of a referral if necessary. Also included should be any short and long term goals set for the athlete.

## NATIONAL ATHLETIC TRAINERS' ASSOCIATION

*We, the willing  
led by the unknowing  
are doing the impossible  
for the ungrateful.*

*We have now done so much  
for so long  
with so little*

*We are now qualified  
to do everything  
with nothing.*

## **History of the National Athletic Trainers' Association**

The National Athletic Trainers' Association was organized in Kansas City, Missouri in 1950. The initial meeting was attended by 200 athletic trainers whose concerns were the physical welfare of athletes at colleges, universities, and other institutions.

At the June 1969 meeting of the NATA in Cincinnati, Ohio the subcommittee on certification by examination presented to the Board of Directors a procedure for certification. The first NATA certification examination was held on December 31, 1969. Ten years later in June 1979, approximately 1,560 candidates had successfully completed the examination.

Currently, over 22,000 individuals are certified athletic trainers, and membership in the NATA exceeds 30,000 people, including 5,000 students involved in accredited athletic training education programs. NATA members include certified athletic trainers, students pursuing an athletic training career, sports medicine physicians, and others whose business or profession is related to sports medicine and athletic training.

# National Athletic Trainers' Association

## Ethical Principles

### *NATA Code of Ethics*

#### *Preamble*

The Code of Ethics of the National Athletic Trainers' Association has been written to make the membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code is the assurance of high quality health care. The Code presents aspirational standards of behavior that all members should strive to achieve.

The principles cannot be expected to cover all specific situations that may be encountered by the practicing athletic trainer, but should be considered representative of the spirit with which athletic trainers should make decisions. The principles are written generally and the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. Whenever there is a conflict between the Code and legality, the laws prevail. The guidelines set forth in this Code are subject to continual review and revision as the athletic training profession develops and changes.

#### *PRINCIPLE 1:*

Members shall respect the rights, welfare and dignity of all individuals.

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.

1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release or release is permitted or required by law.

#### *PRINCIPLE 2:*

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

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

2.2 Members shall be familiar with and adhere to all National Athletic Trainers' Association guidelines and ethical standards.

2.3 Members are encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.

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

*PRINCIPLE 3:*

Members shall accept responsibility for the exercise of sound judgment.

3.1 Members shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.

3.2 Members shall provide only those services for which they are qualified via education and/or experience and by pertinent legal regulatory process.

3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

*PRINCIPLE 4:*

Members shall maintain and promote high standards in the provision of services.

4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.

4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.

4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students, are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.

4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.

4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.

4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

*PRINCIPLE 5:*

Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.

5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association in the endorsement of products or services.

5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.

5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

## **How do I become a Member of the NATA?**

### **Membership Policies**

For information about the National Athletic Trainers' Association and the process for becoming a member please visit the NATA web site [www.nata.org](http://www.nata.org). This site also contains information about accredited programs and the athletic training profession.

## **Carolina Athletic Training Student Association**

The Carolina Athletic Training Student Association (CATSA) is an organization comprised of and managed by student athletic trainers and observers. The purpose of SATA is to improve and enhance the learning of the student athletic trainers and aid them in attaining their goals academically, clinically, and professionally. The CATSA began in 1995 and is continuing to grow in members and in its role in the undergraduate athletic training program. All of the members of CATSA are students interested in or participating in UNC's Athletic Training Program. To become a member, students fill out an application and pay a \$10 due for the school year. CATSA meetings are held monthly and they contain both educational material and club business. Speakers at the meetings are usually grad students (Masters and Ph.D.), department professors, staff athletic trainers, or coaches. They speak on subjects such as choosing graduate schools, preparing for the NATA exam, and coach-athletic trainer relationships. We also participate in the education of high school students by holding an athletic training seminar each year. This is one of many fundraisers that the club participates in to help raise money. The money goes toward paying for gas for students who work at high schools, and registration and travel money for students who attend the national, regional, or state athletic trainer conventions. For more information on the CATSA, visit our web site at <http://www.unc.edu/student/orgs/sata/first.html>.

**CATSA**  
**Membership Application**

Name \_\_\_\_\_

Email address \_\_\_\_\_

Local Address

Permanent Address

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

Academic Year:      Fresh   Soph   Jr   Sr

Major: \_\_\_\_\_

cGPA: \_\_\_\_\_

Professional Goals: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

What do you expect from CATSA: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dues : Fall (\$5.00) \_\_\_\_\_

Spring (\$5.00) \_\_\_\_\_

I understand and verify that I meet the requirements for membership in the Carolina Athletic Training Student Association (CATSA). It is my intention to advance the interests and ideas of the CATSA to the best of my ability. I agree to abide by the Constitution of the CATSA.

Signature \_\_\_\_\_

Date \_\_\_\_\_

*Everyone is welcome to join the CATSA, however, a 2.5 cGPA is required to be a voting member.*

