



**Harris College**  
of Nursing & Health Sciences

# Athletic Training Program

Master of Science in Athletic Training

## Program Handbook

The TCU Athletic Training Program is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE).



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# Table of Contents

## **MSAT Program Information**

Mission Statements  
MSAT Program Learning Goals and Objectives  
Code of Ethics (NATA Code of Ethics)  
Role of the Athletic Training Student (ATS)  
Admission to the Master of Science in Athletic Training Program  
Application Review & Selection Process  
Risk Management & Student Liability Insurance  
Code of Conduct  
Disciplinary Procedures  
Professional Behavior Plans  
Grievance Policy  
Outside Employment  
Additional Expenses  
Anti-Discrimination and Title IX Information

## **Academic/Curriculum Information**

Degree Plan (Master of Science in Athletic Training)  
Matriculation Requirements  
MSAT Program Retention Policy  
Remediation Policy  
Intent to Graduate, Master's  
Withdrawal from Athletic Training Program  
Withdrawals and Return of Funds Policy (University)  
Student Access & Accommodations (Technical Standards)  
Financial Assistance  
Advising, Registration, & Scheduling  
Textbooks and Supplies  
Athletic Training Classroom (Rickel 036)  
Class Attendance  
Late Work Policy  
Academic Misconduct  
Academic Services  
TCU Resources for Students  
Internet and Social Media  
TCU Email  
Professional Associations  
Certification and Licensure

## **Clinical Education and Experiences**

Clinical Education Overview  
Clinical Education Courses  
Clinical Experiences  
Clinical Experience Hours Policy  
Clinical Absence Request Policy

Patient Encounter Documentation

Clinical Supervision

Conflicts

Health and Safety Policies

- Name Tags
- Emergency Cardiac Care
- Bloodborne Pathogens
- Therapeutic Equipment Safety Policy
- Communicable Disease Policy
- Immunizations
- Confidentiality (HIPAA/FERPA Training)
- Radiation Safety
- Sanitation Precautions
- Clinical Site Orientation
- Emergency Action Plans
- Lightning Policy
- Medication Distribution Policy
- Off-Road Vehicle Use

Professional Appearance

Professional Relationships

Use of Alcohol

Gambling

Drug Screening & Criminal Background Check (Castle Branch)

Drug Screen per Regional Standards

- Athletic Training Program Students Required Drug Screening /Timing of Drug Screening
- Drug Screen Procedure/Requirements:
- Reporting of Drug Screen Results to TCU Athletic Training Program
- Consequences
- Suspicion Testing Under the Regional Standards

Criminal Background Check per Regional Standards

- Athletic Training Program Students required Criminal Background Check/Timing of criminal background check
- Criminal Background Check Procedure/Requirements
- Reporting of Criminal Background Check to Harris College-Athletic Training
- Consequences

Program and Clinical Evaluations

## **Appendices**

Appendix A:	Technical Standards
Appendix B:	Communicable Disease Policy
Appendix C:	NATA Foundational Behaviors of Professional Practice
Appendix D:	CAATE 2020 Curricular Content Standards
Appendix E:	Master of Science in Athletic Training Program Degree Plan
Appendix F:	Informed Consent and Assumption of Risk Form (TCU Risk Management)
Appendix G:	Student Driver Form (TCU Risk Management)
Appendix H:	Clinical Site Orientation Sheet
Appendix I:	Clinical Absence Request Form
Appendix J:	Athletic Training Student Professional Development Policy
Appendix K:	Policies and Procedures Annual Agreement

## Program Information

### **Mission Statement**

#### **University Mission Statement**

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

#### **Harris College of Nursing & Health Sciences**

To enhance global health through education, scholarship & innovation

#### **TCU Master of Science in Athletic Training Program**

The mission of the TCU Master of Science in Athletic Training Program is to prepare graduates to be confident healthcare providers and life-long learners through quality didactic, clinical, and interprofessional education experiences. Students will develop evidence-based knowledge and skills, while demonstrating professionalism, ethical conduct, and critical thinking skills.

The MSAT Program mission aligns with the TCU mission, to educate individuals to think and act as ethical leaders and responsible citizens in a global community, and supports the following institution specific goals (TCU Vision in Action: Lead On):

1. Strengthen academic profile and reputation (areas of study with expansion opportunities; strengthened graduate profile)
2. Strengthen TCU experience and campus culture (continue to strengthen our brand so that our community embraces the TCU story)
3. Strengthen workforce (offer programs and courses that encourage career awareness and readiness; leverage opportunities with employers for internships and full-time careers after graduation)

### **Athletic Training Program Learning Goals and Objectives**

In keeping with the mission of TCU and Harris College of Nursing & Health Sciences, the Athletic Training Program, in accordance with the expectations of the Athletic Training Profession, the goals of the Master of Science in Athletic Training Program are to:

**Goal 1:** Provide an academic program that enables students to demonstrate competence of athletic training knowledge, skills, and effectively integrate didactic knowledge with clinical application.

**Goal 2:** Develop interpersonal skills needed to communicate and collaborate within an interprofessional healthcare team and appreciate the role of an athletic trainer as a healthcare provider in the larger context of the healthcare system.

**Goal 3:** Promote an environment in which students will integrate ethical, moral, and legal behavior into the practice of athletic training.

Each year, the program collects assessment data regarding student learning, quality of instruction and program effectiveness.

## **Code of Ethics**

### **NATA Code of Ethics\***

Preamble: The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

#### **1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS**

1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

#### **2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS**

2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.

2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.

2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.

2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

### **3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES**

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

3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

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

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

### **4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT'S HEALTH AND WELL-BEING.**

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

4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

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

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

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

\*Retrieved from [nata.org](http://nata.org)

## **Role of the Athletic Training Student (ATS)**

Admission to and participation in the TCU Master of Science in Athletic Training (MSAT) Program is a privilege. The MSAT Program is unique in that it provides the ATS the opportunity to apply knowledge gained in the classroom through a variety of clinical experiences. As an ATS you will be provided experiences not common to the traditional university student.

Athletic Training Students function as a representative of the university. This role has the potential to place the ATS in a position of notoriety within and outside the campus community. The privilege of being involved in the MSAT Program, as an ATS, carries with it a great deal of responsibility. Therefore, Athletic Training Students are held to high standards of behavioral expectations and professional and ethical conduct. Athletic Training Students are expected to conduct themselves in a professional manner at all times that honors and complements themselves, their peers, the MSAT Program, Texas Christian University, and the Athletic Training Profession.

TCU Athletic Training Students should adhere to the following ethical & professional guidelines:

1. Athletic Training Students should neither practice nor condone discrimination against any legally protected class.
2. Athletic Training Students should not condone, engage in, or defend unsportsmanlike conduct or practices.
3. Athletic Training Students should provide care under the direct supervision of a certified/licensed athletic trainer and/or other licensed healthcare professional and on the basis of the needs of the patient. They should not discriminate in providing care on the basis of athletic ability.
4. Athletic Training Students should strive to achieve the highest level of competence. They should use only those techniques and preparations for which they are qualified and authorized to administer.
5. Athletic Training Students should recognize the need for education outside of their didactic and clinical education to advance their skills in Athletic Training.
6. Athletic Training Students should recognize that personal conflicts and relationships might occur which may interfere with professional effectiveness. Accordingly, they should refrain from undertaking any activity in which personal issues are likely to lead to inadequate performance or harm to a patient or colleague.
7. Athletic Training Students should use care to be truthful and not misleading when stating their education and experience.

## **Admission to Master of Science in Athletic Training Program**

In order to gain admission to the Master of Science in Athletic Training program, applicants must meet these specific program requirements:

1. Completion of a bachelor's degree at a regionally accredited college or university.  
Admission is made on the assumption that applicants will have the bachelor's degree

by the time of matriculation, and if not, the MSAT program admission is void. The GRE is not required.

- a. TCU students who have declared the Early Admission Master's Program option that wish to apply to the professional phase of the MSAT program must complete at least 110 credit hours of undergraduate courses and the requirements for the Movement Science degree in Kinesiology before beginning graduate level courses. Students will complete 10 hours of dual undergraduate/graduate credit toward the MSAT in Summer 1 of the professional program. At the end of Summer 1, assuming that all other undergraduate graduation requirements are met, the student will earn their Bachelor of Science in Kinesiology (Movement Science option).
2. GPA of 3.0 or higher with a grade of C or better in all designated prerequisite courses (see below);
3. Completed program application through the Athletic Training Centralized Application Service (ATCAS):
  - a. References: Applicants must submit two reference forms with letters from people who can address the applicant's academic abilities, interpersonal skills, and potential for graduate education and professional athletic training practice.
  - b. Transcripts: Copy of all academic transcripts. Students who have taken prerequisites at another institution may be asked to submit syllabi to determine if course met the prerequisite.
  - c. Resume: Applicants must submit a current resume or vitae with their application.
  - d. Essay: An essay, up to 500 words, demonstrating written communication skills. This essay should describe your career goals as an Athletic Trainer, how the program at TCU can help you achieve those goals, and what attracted you to the TCU Athletic Training Program.
4. Observation Experience: Verification of 100 hours of observation in an athletic training setting under the direct supervision of a BOC ATC (high school, college, clinic, etc.);
  - a. Student should upload letter to ATCAS from supervising athletic trainer(s) verifying observation hours in that setting
5. Interview: Applicants must also complete an interview as part of the admission process. Interviews will be schedule once all application materials are on file.
6. Students may begin applying to the TCU MSAT on July 1<sup>st</sup> through ATCAS.
7. Students following the Early Admissions Master's Program option (MO32 BS) must apply through ATCAS and complete all of the above steps for program admission. Following this option does not guarantee admission to the program. Students who are



not admitted to the professional program will complete their undergraduate degree in Movement Science.

### Prerequisite Courses

In order to be considered for admission to the graduate program, students who have already completed a baccalaureate degree will be required to have completed the following courses at TCU or their equivalents from another institution prior to matriculation. These courses are included in the TCU MSAT 3+2 option. All applicants must have earned a 'C' or better in these courses.: *Biology I (BIOL 10003)\*; Chemistry I (CHEM 10113)\*; Physics I (PHYS 10154)\*; Anatomy and Physiology I (BIOL 20204)\*; Anatomy and Physiology II (BIOL 20214)\*; Exercise Physiology (KINE 30634); Biomechanics (KINE 30623); Health and Wellness Concepts (HLTH 20313); Foundations of Sport Injuries (KINE 20313); Psychology (PSYC 10213); Nutrition (NTDT 20403); Medical Terminology (NTDT 30331); Statistics (MATH 10043)*

*\*Science prerequisites must include a lab component*

### Application Review and Selection Process

The MSAT Program accepts applications through rolling admissions and will continue until cohort is filled. Due to a summer start date, no applications will be accepted after April 15<sup>th</sup> of the application year.

Completed applications will be reviewed and evaluated in the order in which they are submitted on ATCAS. Once all application materials are on file and the application has been reviewed, the applicant will be contacted by the Program Director to schedule an interview with TCU Athletic Training Program selection committee that may include Faculty, Preceptors, and Athletic Training Students. Interviews may be conducted in-person or online via Zoom. Following the interview process, selected applicants will be notified of the final decision regarding admission status in writing from the Program Director. Applicants will be evaluated based on the following: GPA, strength of references and letters of recommendation, essays, resume/curriculum vitae, verification of observation hours, and strength of interview. Applicants can refer to the Applicant Review for Admission Form for more information.

Cohort numbers may vary from year-to-year and are dependent on classroom space and availability of current clinical sites. Once the cohort is filled, remaining applicants that meet the program criteria will be placed on a wait list. If an applicant is accepted into the program and declines the offer of acceptance and/or withdraws prior to the start of the academic program, applicants on the wait list will be notified in writing of their acceptance based on the order placed on the wait list. Applicants receiving a letter of acceptance can choose to place themselves on the wait list, but will be placed at the bottom, and may only accept a position in the program at a later time if the cohort is not full.

## **Risk Management & Student Liability Insurance**

Athletic Training Students are covered by a blanket liability insurance policy providing \$1M/\$3M coverage. This policy will only cover students while serving in a role associated with the education program. If you choose to assist with an event outside of the education program and/or complete a summer internship that is not required for completion of the TCU Athletic Training Program, you should consider purchasing an individual liability insurance policy (See Summer Camps and Internships). Several companies provide such policies, and students may obtain their insurance from the company of their choosing. The cost of insurance is approximately is variable per year depending on the insurance company. See the Program Director for more information about companies offering liability insurance to Athletic Training Students

TCU Risk Management requires that all students engaged in clinical experiences and travel to off-campus sites complete both the Informed Consent and Assumption of Risk Form (Appendix F) and Student Driver Form (Appendix G). Athletic Training Students must complete these forms (available on Castle Branch) each academic year prior to the start of the both the fall and spring semesters. Completed forms should be uploaded to the student's Castle Branch account.

## **Code of Conduct**

Athletic Training Students at TCU are subject to the university regulations and procedures outlined in the institution's graduate catalog, Athletic Training Program Handbook, and all other published material containing such regulations, policies, and procedures. Athletic Training Students are also expected to comply with all federal, state, and local laws. This principle extends to conduct off campus that is likely to have adverse effects on the University, the MSAT Program, or on the educational process. In addition, ATs are subject to additional policies and procedures outlined in this handbook as well as pertinent National Collegiate Athletic Association (NCAA). Athletic Training Students are expected to be thoroughly familiar with institutional, departmental, and MSAT Program policies and procedures.

The TCU Code of Student Conduct outlines "improper conduct". Athletic Training Students should review and be familiar with the policies outlined in the TCU Code of Student Conduct.

[Link to TCU Code of Student Conduct](#)

Also, refer to the TCU Graduate Catalog for Professional Behavior Standards:

<http://tcu.smartcatalogiq.com/en/Current/Graduate-Catalog/Policies-and-Procedures/Professional-Behavior-Standards>

## **Disciplinary Procedures**

One of the purposes of the TCU MSAT Program Handbook is to provide the student with guidelines and behaviors that are conducive to the integrity of the program and the Athletic Training Profession.

Violation or failure to comply with the policies and procedures in the TCU MSAT Program Handbook, or any other actions that would compromise this integrity, can result in punishment, suspension, or dismissal from the MSAT Program. All disciplinary cases will be confidential and should not be discussed with other students. Please note that some behaviors/actions may warrant immediate dismissal from the program.

First Offense: Student will meet with the MSAT Program Faculty. Written documentation of the meeting, including the actions/behavior of the student, will be placed in the student's file. Documentation will include an action plan that must be followed by the student and outlines appropriate steps to remedy the behavior/action.

Second Offense: If the student does not meet the steps outlined in the action plan, continues the action/behavior, or a different violation to the handbook occurs, this may warrant suspension and/or dismissal from the program. All disciplinary cases will be documented and reviewed by the MSAT Program Faculty before a final decision is made regarding suspension and/or dismissal from the MSAT Program.

## **Professional Behavior Plans**

Based on the NATA Code of Ethics, NATA Foundational Behaviors of Professional Practice (Appendix C), and the [BOC Standards of Professional Practice](#), there are specific abilities and professional behaviors that an Athletic Training Student should demonstrate. General behaviors include professionalism, time management, interpersonal and communication skills, effective use of time and resources (academic and clinical), use of constructive feedback, and stress management.

Athletic Training Program Faculty may choose to place an ATS on a Professional Behavior Plan if the student does not demonstrate professional behaviors expected of an ATS (ex., being on time, effective use of academic and clinical time, professional dress, regard for diversity, emotional stability, respectful and effective communication). The Professional Behavior Plan will provide a written description of the specific behaviors that the student is expected to demonstrate and specific tasks they are expected to accomplish. Time frames will be established for accomplishing the expected behaviors and tasks and repercussions for not meeting the expected behaviors and tasks will be identified (i.e., see Discipline Procedures). Athletic Training Program Faculty will be responsible for monitoring progress of the Professional Behavior Plan.

See [TCU Graduate Catalog for Professional Behavior Standards](#)

## Grievance Policy

The TCU MSAT Program realizes that misunderstandings and disagreements may arise during the course of a student's enrollment in the program. The University has established both informal and formal procedures that a student may follow when presenting grievances. A grievance is defined as any dispute or difference concerning the interpretation or enforcement of any provision of University regulations, policies or procedures or state or federal laws applicable on the campus. Administrators, faculty and students are encouraged in all instances to resolve grievances informally and as promptly as possible. However, formal procedures may be followed when needed. Detailed information about the University Judicial System is given in the Student Handbook, available at the beginning of each fall semester. Individuals who have additional questions about how to gain access to the system may contact the office of the Dean of Students.

**Informal Procedures:** Initially, disagreements, complaints, misunderstandings and grievances directly associated with Athletic Training Students' commitments or involvement in the MSAT Program can be resolved by using discussion, exchanges, counseling, persuasion, and other informal procedures. It is the intent of this policy to maximize these informal procedures so long as such measures prove effective. The formal procedural provisions of this policy should be set in motion only when the informal procedures have potential to or prove to be ineffective. It is expected that the great majority of cases will be handled in accordance with informal procedures.

**Formal Procedures:** In the administration of formal grievance procedures, the following shall be observed:

**Complaint:** The Athletic Training Student may file a complaint, in writing, with the Program Director. If the complaint involves the Program Director, the complaint should be filed with the Chair of the Department of Kinesiology. Such complaint shall state the name, address, phone number, and email address of the complainant, the names, times, places of persons and/or events surrounding the subject of the complaint, and the substantial nature of the problem, so as to fairly apprise the Program Director or Department Chair of the facts and/or parties incident to the complaint.

**Hearing Officer:** The Chair of the Department of Kinesiology or designee, shall serve as Hearing Officer for matters upon which complaints have been appropriately filed. The Hearing Officer shall, in order and as appropriate:

1. consult with the student complainant concerning the complaint
2. determine that informal activity denoted above has indeed been exhausted,
3. prepare a statement of facts incident to the complaint for use by the hearing panel,
4. afford the student complainant notice of the date, place and time at least five days in advance of the hearing,
5. call, preside over, but not vote at the hearing panel meeting,
6. render the findings and/or recommendations of the hearing panel in writing within ten days following the conclusion of the hearing.

Hearing Panel: The Chair of the Department of Kinesiology shall appoint a three-person panel to hear student complaints appropriately forwarded by the Program Director or submitted directly to the Chair of the Department of Kinesiology. The panel shall consist of two members of the Kinesiology faculty and one student. If the student selected is in the MSAT Program, their clinical assignment should not be the same as the complainant. The meetings of the Hearing Panel shall be presided over by the Hearing Officer, who shall not vote. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues pertinent to their complaint. The student may be assisted but not represented by individuals of his or her choice.

The findings and/or recommendations of the Hearing Panel shall be based solely upon the evidence adduced at the hearing, and shall be communicated in writing by the Hearing Officer to the student, the Program Director, the Dean of the College, and placed in the student's permanent file located in ATEP Shared Drive.

Restrictions: The grievance procedures are available only for those matters for which the Athletic Training Program has the ability to provide a remedy to the student. Please refer to the [TCU Student Handbook](#) for non-TCU MSAT Program matters:

## **Outside Employment**

The clinical education component of the curriculum requires students to complete extensive clinical experiences, both on and off-campus. These clinical experiences may interfere with the student's ability to hold outside employment. Students need to make appropriate financial plans prior to enrolling in the MSAT Program. Students are not prohibited from holding outside employment, but such employment must not interfere with the student's ability to complete coursework or clinical experiences. Always keep in mind, Class, Clinical, and Everything Else!

## **Additional Expenses**

Students enrolled in the Master of Science in Athletic Training Program will incur the following costs associated with the clinical portion of the program:

- Transportation costs to off-campus clinical sites (cost of gas, vehicle maintenance, etc.): cost variable
- Pants and shorts (black, khaki): cost variable
- Tennis shoes: cost variable
- The following courses have associated fees to support lab and student activities:
  - KINE 55033 Introduction to Musculoskeletal Evaluation (\$224.00)
  - KINE 55001 AT Clinical I (\$365.00)
  - KINE 60413 Seminar in Athletic Training (\$275.00)
  - KINE 60453 Advanced Clinical Skills and Techniques (\$200.00)

Additional clothing items will be provided to the student (see Clothing Policy) by TCU Athletics and/or other clinical sites. Liability insurance is provided by the university for all students enrolled in the program (the liability insurance ONLY covers students when they are enrolled in a clinical

education course and participating in clinic experiences required for the completion of their degree). Annual TB tests are provided by student health center at no charge to the student. CPR certification (AHA Healthcare Provider) is paid for by the program and is not charged to the student. Students who are members of the TCU Athletic Training Students' Association (ATSA) qualify to have their NATA membership paid.

## **Anti-Discrimination and Title IX Information**

### ***Statement on TCU's Non-Discrimination Policy***

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The [Office of Institutional Equity \(OIE\)](#) is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email [oie@tcu.edu](mailto:oie@tcu.edu), visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

[To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/](https://inclusion.tcu.edu/campus-community-response-team/)

## **Title IX**

TCU is committed to providing a safe and non-discriminatory environment for all members of our community. TCU's [Title IX Coordinator](#) works within the [Office of Institutional Equity](#). Andrea McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email [oie@tcu.edu](mailto:oie@tcu.edu) or [a.mcdew@tcu.edu](mailto:a.mcdew@tcu.edu), or [make a report online](#). Review [additional Title IX resources and information](#).

## **Mandatory Reporters**

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources  
Campus Advocacy, Resources & Education  
<https://care.tcu.edu> | 817-257-5225

Counseling & Mental Health Center  
[www.counseling.tcu.edu](http://www.counseling.tcu.edu) | 817-257-7863

Religious & Spiritual Life  
[www.faith.tcu.edu](http://www.faith.tcu.edu) | 817-257-7830

On Campus Resources  
TCU Police  
[www.police.tcu.edu](http://www.police.tcu.edu) | 817-257-8400 Non-emergency | 817-257-7777 Emergency

## Academic/Curriculum Information

### Degree Plan (Master of Science in Athletic Training)

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training (CAATE) and offers a Master of Science in Athletic Training (MSAT) degree. Upon completion of a CAATE-accredited athletic training program, students become eligible for national certification by successfully completing the Board of Certification, Inc. (BOC) examination.

The MSAT Program has both a didactic and clinical component. Students are educated to provide comprehensive patient care in five domains of clinical practice including risk reduction, wellness and health literacy (Domain I), assessment, evaluation and diagnosis (Domain II), critical incident management (Domain III), therapeutic intervention (Domain IV), and healthcare administration and professional responsibility (Domain V).

The MSAT requires 54 semester hours for graduation to include 6 semesters of didactic and clinical education. Clinical education will include both integrative and immersive experiences as required by the 2020 CAATE Standards. See Appendix E for the degree plan for the Master of Science in Athletic Training. Students can also find more information in the [TCU Graduate Catalog](#) available online. The student should meet with the Program Director each semester for advising and to ensure appropriate progression toward their degree completion.

### Matriculation Requirements

1. Apply to the TCU Master of Science in Athletic Training Program through ATCAS.
2. Complete interview process.
3. Accept Admission to program through the Athletic Training Program Director.
4. Submit MSAT Program post-admission requirements (observation hours, technical standards, final transcripts, etc).

### MSAT Program Retention Policy

To remain in good academic standing in the MSAT Program, students must meet all of the following criteria:

1. Maintain a 3.0 or better cumulative GPA;
2. Be in good standing academically with the University and the TCU Graduate School; and
3. Comply with all University and MSAT policies and procedures.

A student who achieves a cumulative GPA of less than 3.00 in any semester or term will be placed on 'Academic Warning'. A student can be removed from that status by achieving a 3.00 cumulative average by the end of the next semester of enrollment. If the student should fail to do so, the student may be dismissed from the program.



All grades are included in the computation of the GPA, and only grades of A, B, and C are acceptable for graduate credit. As per the TCU Graduate School Policies and Procedures, no more than two grades of "C+" or lower may be utilized in satisfying degree requirements. Students who earn more than two grades of "C+" or lower and/or earn an "F" in a course will be dismissed from the program. In the final semester, students who less than a 3.0 cumulative GPA and/or earned more than two grades of "C+" or lower will not graduate. Students who have been formally dismissed or have not met the retention policy for graduation can reapply to the program and must repeat all coursework required for the Master of Science in Athletic Training degree.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Harris College of Nursing and Health Sciences. Until the "I" grade is removed, progression in the program will be at the discretion of the Athletic Training Program Director.

Please refer to the [TCU Graduate Catalog for Graduate School Policies and Procedures](#).

In addition to meeting the Athletic Training Program Retention Policy, the following are required for the student to successfully complete the Master of Science in Athletic Training degree:

1. Successful completion of all clinical experience education requirements (integrative, immersive, & field experiences) including assignments, projects, curricular content assessments, patient encounter and hour logs, and clinical and preceptor evaluations.
2. Completion of 30 hours of professional development/experience (fulfilled through attendance at conferences, seminars, clinical experience at sites other than assigned for tournaments/matches/meets) (See Appendix J for full policy) .
3. Participate in planned and ongoing interprofessional education as dictated by the MSAT Program.

### **Remediation Policy**

It is the responsibility of the MSAT Program to ensure that students are demonstrating proficiency in curricular content standards. Students who do not score a 75% or higher on written examinations, practical examinations, clinical skill sheets, or any other assessment utilized to determine proficiency will meet with the course instructor for remediation and will be reassessed on the content. Students cannot earn a grade higher than the minimum proficiency (75%) for the assessment following remediation.

## **Intent to Graduate, Master's**

At the beginning of the semester in which the student plans to graduate, the Intent to Graduate form should be filed with the appropriate dean's office. In the event that graduation cannot be completed, a cancellation form must be filed in the dean's office. The Intent to Graduate form must be refiled in case of postponement. A non-refundable graduation fee is charged when the intent is filed.

## **Withdrawal from Athletic Training Program**

Students who choose to voluntarily withdraw from the TCU MSAT must provide written notification to the Program Director. Students who withdraw from the program cannot be enrolled in a clinical education course nor participate in clinical experiences. If you elect to withdraw from the program and discontinue your clinical assignment prior to the University withdraw deadline, you must withdraw from your clinical education course. If you elect to withdraw from the program and discontinue your clinical assignment after the withdraw deadline, your final grade in the course will be based on points accumulated to that point. For advising and change of major purposes, students are encouraged to meet with the Program Director prior to withdrawal.

## **Withdrawals and Return of Funds Policy (University)**

### ***WITHDRAWALS***

Students who withdraw from all classes before the first class day for each term are given a 100% tuition refund and classes do not appear on the academic record. Beginning the first class day of each term, students are liable for tuition charges unless they take official action during the tuition cancellation period to drop classes. The Academic Calendar (available from the Registrar) publishes the tuition cancellation dates for 100%, 75%, 50% and 25% refunds for each term. The last date to withdraw from a class is also published in the Academic Calendar for each term. Please note: applicable tuition refunds are only available in instances of official withdrawal. Unofficial withdrawals may result in unpaid balances for which the student is responsible.

Financial aid recipients are encouraged to contact the Office of Scholarships and Student Financial Aid prior to withdrawal to determine the impact of this action upon financial aid.

### ***RETURN OF TITLE IV FUNDS***

Federal law specifies how schools must determine the amount of Title IV financial aid you have earned if you withdraw from school before the end of the semester. The amount of assistance that you have earned is determined on a pro-rata basis. For example, if you complete 30% of the payment period, you earn 30% percent of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period.

An official withdrawal occurs when the student intentionally drops all classes for a given term. Students who officially withdraw prior to completing 60% of the term have not "earned" all

financial aid offered and a repayment calculation must be performed based upon a federally-mandated formula. If the return of funds creates a balance due, the student will be responsible for repayment to TCU.

Unofficial withdrawal encompasses all other withdrawals where official notification is not provided to TCU. When a recipient of financial aid ceases class attendance, without officially dropping their courses, TCU must determine the amount of aid "earned." In this situation, the withdrawal date is the midpoint of the term or the last date of an academically related activity in which the student participated as documented by a professor.

If you received (or TCU or your parent received on your behalf) less assistance than the amount you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned to the applicable Federal-aid program.

Funds will be returned in the following order:

Unsubsidized Federal Direct Loans

Subsidized Federal Direct Loans

Federal Perkins Loans

Federal PLUS Loans

Federal Pell Grants

Federal Supplemental Educational Opportunity Grants (FSEOG)

TEACH Grants

Other Title IV Programs

Other Federal, State, Private, or Institutional Student Aid

The requirements for Title IV program funds when you withdraw are separate from TCU refund policies. Therefore, you may still owe funds to TCU to cover unpaid institutional charges. Please contact the financial aid office if you have any questions about withdrawing from school and how it affects your financial aid package. Further information on Title IV programs funds can be found at <https://studentaid.ed.gov/sa/> or by calling 1-800-433-3243 or 1-800-730-8913 for TTY users.

[Link to TCU Withdrawal and Return of Funds Policy](#)

### **Student Access & Accommodations (Technical Standards)**

The Athletic Training Program works collaboratively with the Student Access & Accommodations Coordinator to make accommodations for students with disabilities. All students must read and sign the Technical Standards (Appendix A) for the MSAT Program upon acceptance. This form serves as official notification of the specific technical standards for completion of the program as required by the Americans with Disabilities Act. Requests for accommodation are not reviewed as part of the criteria for program admission and such requests are not used prejudicially against the student. Students requesting accommodation should contact Student Access & Accommodations as soon as possible. Accommodation requirements should be in writing before the beginning of the semester. If a student's condition changes while in the MSAT Program, the student is required to contact the MSAT Program Director and the Student Access

& Accommodations Coordinator within two weeks (14 days) of the change. Students are required to update their signature if their status changes.

[Link to TCU Student Access & Accommodations](#)

### **Financial Assistance**

Procedures for applying for financial aid are available from the Financial Aid office of the University (The Harrison, 1<sup>st</sup> Floor, Suite 1300). You should set up a meeting with a financial aid counselor to assess your need. There are scholarships available through various professional organizations (e.g. NATA, SWATA). Most professional organizations will require membership for eligibility.

The TCU Athletic Training Program, through the Athletic Department, awards financial aid (tuition-based scholarships) to Athletic Training Students who are in good-standing with the MSAT (i.e., students who are on Academic Warning may not qualify for tuition-based scholarships). The amount of these scholarships may vary based on number of students enrolled in the academic program and/or the amount awarded by the Athletic Department. Athletic Training Students enrolled in the Master of Science in Athletic Training are eligible for these tuition-based scholarships. Financial aid is coordinated through the Department of Financial Aid, the Associate Athletic Director of Sports Medicine, and the Program Director and is subject to coordination with other University-based grants and aid. Students who receive other tuition-based aid (VA, employee-dependent, tuition exchange program) may not qualify for the Athletic Training Scholarships. Students are notified of their award by the TCU Office of Financial Aid through their MYTCU account. Additionally, some students may qualify for work-study on campus. For information on expenses (i.e. tuition, room, board, etc.) while attending TCU please refer to the financial aid website.

Students enrolled in the Master of Science in Athletic Training will receive a 40% tuition discount each semester in the graduate program as part of their financial aid package. Students following the Movement Science/Athletic Training 3+2 option will receive the 40% tuition discount beginning in the fall of their 4<sup>th</sup> year.

[Link to TCU Financial Aid Office](#)

### **Advising, Registration, & Scheduling**

The Program Director shall serve as the primary academic advisor for students enrolled in the MSAT and will meet with students each semester they are enrolled in the graduate program. The role of the academic advisor is to provide guidance to the student; the ATS is ultimately responsible for enrolling and completing the coursework required for graduation. Though the advising session serves as an opportunity for the student to seek academic assistance and discuss career plans, the student is encouraged to schedule meetings throughout their time at TCU beyond the formal advising meeting.

## **Textbooks and Supplies**

Students should purchase all textbooks required for Athletic Training courses. Some courses may have recommended textbooks that have been selected because they provide a good supplement to those books that are required. There may be the option to rent a textbook, but this usually has an expiration date, so it is not suggested to choose this option. Students are encouraged to keep all textbooks with Athletic Training content to begin building their own reference library. You will use these texts throughout the program, to prepare for your Board of Certification exam, and in your professional career.

## **Athletic Training Classroom (Rickel 036)**

Rickel 036 is the designated classroom/lab space for the Athletic Training Program. Students enrolled in the program will have swipe access to the classroom through their TCU ID Card and may use this space to study and practice skills when the room is not being used for scheduled classes or program meetings. At no time are students allowed to perform patient treatments in the classroom and doing so will result in disciplinary action and possible dismissal from the program. It is expected that students will be respectful of the space and supplies/equipment. Students should return supplies to the appropriate location in the classroom/storage closet after use and clean up their workspace before leaving the classroom. If you choose to eat/drink in the classroom, please dispose of appropriately and clean up any spills, etc. (tables, microwave, refrigerator).

## **Class Attendance**

Athletic Training Students are expected to attend ALL class meetings. Students should arrive to class on time and be ready for instruction and/or laboratory activities. As a courtesy, Athletic Training Students should initiate communication with instructors regarding university excused absences PRIOR to missing class and be prompt to make up coursework or exams; it is recommended that the student follow-up in person within 24 hours of returning to campus.

If instructor notification prior to missing a class is not possible due to circumstances beyond the student's control, notification must be made as soon as possible. Poor class attendance and punctuality may result in ATS being placed on a Professional Behavior Plan and possible disciplinary action.

## **Late Work Policy**

Submission of course assignments and projects beyond the assigned due date is unacceptable. Any assignment or project submitted beyond the posted due date will incur a 10% reduction in the graded assignment/project. Students will receive a '0' on any assignment or project not submitted within 2 weeks of the posted deadline. **NOTE:** If the assignment or project serves as an assessment for any of the assigned curricular content standards for a course, the student must submit the assignment to determine proficiency. Failure to submit the assignment may result as an Incomplete in the course and delay the student's degree progression.

## Academic Dishonesty Policy

**HONOR CODE:** *As a member of the TCU community, I will actively contribute to an environment of academic integrity. We are ethical leaders and will not participate in any form of academic misconduct.*

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Dean of Students and are also listed in detail in the [Graduate Catalog](#). Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. [If you are using Turnitin, place information about your course ID/password or state that items will be checked as part of the TCU Online assignment submission process. If you want to use Turnitin as a spot check, indicate that you may use Turnitin for plagiarism detection.]
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.
- Abuse of resource materials: Mutilating, destroying, concealing, or stealing such material.
- Computer misuse: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- Fabrication and falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- Multiple submission: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- Complicity in academic misconduct: Helping another to commit an act of academic misconduct.
- Bearing false witness: Knowingly and falsely accusing another student of academic misconduct.

Suspicion or knowledge of academic misconduct should be reported to the MSAT Program Director. Cases of academic misconduct may result in disciplinary action by the program in addition to the individual professor and/or university action.

### **Academic Services**

Academic workshops, including test taking skills, note taking, textbook tips, time management, and learning styles are available free of charge through the TCU Center for Academic Services. Workshop dates and locations are available on the Center for Academic Services website. Additional resources may be available through TCU Graduate Studies (<https://graduate.tcu.edu/>).

Students may also schedule time with the Academic Coach in the Harris Academic Resource Center (HARC) located on the 2<sup>nd</sup> floor of the Annie Richardson Bass Building. Please contact the MSAT Program Director if you need assistance with any of these resources or may also use the link below to schedule meeting for academic coaching:

[https://harriscollege.tcu.edu/faculty\\_staff/stacy-dissinger/](https://harriscollege.tcu.edu/faculty_staff/stacy-dissinger/)

### **TCU Resources for Students**

Many resources exist on the TCU campus that may be helpful to students:

- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Career & Professional Development (The Harrison, Suite 1100; 817-257-2222)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 232)
- Dean of Students (817-257-7926, The Harrison 1600)
- Gender Resource Office (Brown-Lupton University Union, 1002; 817-257-4820)
- Mary Coats Burnett Library: Reference Desk (817-257-7117)
- Religious & Spiritual Life (817-257-7830, Jarvis Hall 1<sup>st</sup> floor)
- Office of Graduate Studies (Scharbauer Hall, 1016; 817-257-7104)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 232)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2<sup>nd</sup> floor)

Students may also refer to the [TCU Graduate Catalog for links to Academic Services](#).

### **Internet and Social Media**

Students should not provide or publish false or misleading information, photography, or any other communications in any media format, including social media platform, that negatively reflects the program, university, affiliated clinical sites, or the profession. Information on the

Internet should be considered public regardless of security measures. Athletic Training Students are discouraged from using the Internet to intentionally or unintentionally share personal and confidential information, particularly as related to patients. This may include status updates/posts, journals/blogs, and pictures, as well as commenting on others' posts/pictures. Sites including, but not limited to, Facebook, Instagram, Snapchat, Twitter, TikTok and LinkedIn should be used on a limited basis with security settings set to private when possible. Posting information about or pictures of patients is a HIPAA violation and will result in immediate dismissal from the MSAT Program. *It is not appropriate to communicate with patients on social media and/or add patients to your social media accounts while enrolled in the TCU MSAT.*

If/when social media is used, the post should reflect the views of the individual without speaking on behalf of the program or university. Be mindful that others from your profession may see your social media, so act professionally and avoid possibly offensive language and images. Students should not let social media interfere with their clinical and class experiences. With this, be aware of what athletes/patients have access to your social media accounts and what that may bring into the clinic depending on what has been posted.

MSAT Program Faculty, Instructors, and Preceptors may give the ATS projects and homework assignments requiring internet/database access and searching. Only peer-reviewed journal sources may be obtained through this type of searching; items obtained solely through a Google, Wikipedia, WebMD (or similar sites) search will not be accepted for any assignment. The TCU Library has multiple databases including, though not limited to, PubMed, EbscoHost, Cochrane, and Medline that serve as resources for higher quality scholarly information.

### **ATrack**

[ATrack](#) is used to track and document Athletic Training Student hours, patient encounters, and complete AT Milestones, Clinical Site and Preceptor Evaluations. It is the responsibility of the Athletic Training Student to ensure that their clinical experience hours and patient encounters are up-to-date (see course syllabus for specific details on documenting hours and patient encounters). This website also contains important program documents including the TCU Athletic Training Program Handbook and TCU Blood Borne Pathogens Exposure Control Plan. This is a password protected website and is therefore only accessible by Athletic Training Students, Preceptors, and Athletic Training Program Faculty.

### **TCU Email**

All students, faculty, and staff at TCU receive free email through the University. The Athletic Training Program will utilize TCU email accounts to disseminate all necessary information. Athletic Training Students should check their TCU email on a regular basis (at least once per day). *The Athletic Training Student's failure to check their TCU email account is not an acceptable reason for not receiving information.*



## Professional Associations

Students are strongly encouraged to join their professional associations. Professional association membership is an important indicator of commitment to the profession. Through fundraising efforts, students who are members of the Athletic Training Students' Association (ATSA) may have their student membership paid.

### National Athletic Trainers' Association (NATA)

Dues (see the NATA website for dues information) include:

- NATA News
- Online access to the Journal of Athletic Training
- Online access to the Career Center
- Discounted registration to the NATA Annual Meeting and Clinical Symposium
- Discounted fee for BOC certification exam
- Eligibility for scholarships

### Southwest Athletic Trainers' Association (SWATA) – District 6

Dues (included in dues for the NATA) include:

- Discounted registration to the SWATA Annual Meeting and Clinical Symposium
- Eligibility for scholarships

## Certification and Licensure

Certification: All Athletic Training Students are working toward the professional entry-level credential for the practice of athletic training. To obtain the ATC® credential (Athletic Trainer Certified), candidates must:

- Receive a degree from a CAATE-accredited Athletic Training Program.
- Pass the Board of Certification (BOC) examination.

Successful completion of these two requirements will result in a student earning the ATC® credential. ***Athletic Training Students may sit for the exam following completion of the Senior Seminar class (8W1) in the final semester of the graduate program.*** Candidates should apply for the examination online <http://www.bocatc.org>. Application, registration, and scheduling deadlines are posted on the BOC website. Students who pass the BOC in their last semester of coursework cannot practice until they complete the program, their degree is conferred, and they receive final confirmation of their ATC® credential from the BOC. Students seeking jobs or graduate assistantships will need to apply for licensure, certification or registration in that state.

## Clinical Education and Experiences

### Clinical Education Overview

Clinical education is the hands-on learning component of the Athletic Training Students' education that includes classroom/lab activities and clinical experiences. Per the Commission on Accreditation of Athletic Training Education (CAATE) Professional Standards (2020), a program's clinical education requirements are met through graduate courses, span a minimum of two academic years, and provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences. The clinical education component is planned to include clinical practice opportunities with varied populations and must include clients/patients through the lifespan (pediatric, adult, elderly), of different sexes, with different socioeconomic statuses, of varying levels of activity and athletic ability (competitive, recreation, individual, team, high- and low- intensity), and non-sport activities (military, industrial, occupation, leisure activities, performing arts). Students must also gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

### Clinical Education Courses

Each semester, Athletic Training Students will enroll in clinical education courses that include both integrative and/or immersive experiences as part of the course requirement (KINE 55001, KINE 50201, KINE 50301, KINE 60303, KINE 60403, KINE 60533). As per CAATE 2020 Professional Standards, the clinical education component must include at least one immersive clinical experience totaling a minimum of four (4) weeks. Students will complete immersive experiences throughout the curriculum in KINE 55001\*, KINE 60303, KINE 60403, and KINE 60533. Clinical education courses are numbered based on the credit hours that includes time spent in the classroom/lab for didactic and hands-on learning. For example, a one (1) credit hour clinical education course would meet for a minimum of 15 hours over a 15-week semester, whereas a three (3) credit hour clinical education course would meet for a minimum of 45 hours over a 15-week semester. In addition to time spent in the classroom/lab, students will complete clinical experiences in intercollegiate sports, high schools, rehabilitation clinics, and practice advancement settings (performing arts, physician practice, industrial, public safety). Each clinical education course includes curricular content standards, logging all hours completed in clinical experiences, patient encounter logs, evaluations (student, preceptor and clinical site), and additional assignments to assess student application of clinical skills, clinical reasoning, and professionalism.

*\*KINE 55001 occurs in the first summer of the program and may not meet the 4-week minimum CAATE requirement for an immersive experience.*

### Clinical Experiences

Students enrolled in the Master of Science in Athletic Training (MSAT) Program will have the opportunity to complete clinical experiences in multiple sporting environments, with non-traditional athletes, as well industrial, rehabilitation and traditional clinical setting experiences during their 6 semesters of clinical education at TCU. It is the goal of the MSAT Program to

expose students to a diverse patient population, from gender and age demographics, to socioeconomic status and different levels of athletic skill. Over the course of the two-year program, students will have 4 clinical immersions, including a summer field experience, in which they will have the opportunity to participate in an in-depth full-time athletic training experience, with no restrictions of in-class responsibilities (minimum 4 weeks).

MSAT students will complete a variety of clinical experiences, from on-campus TCU athletic training clinics working with a variety of (NCAA D-I) intercollegiate sports, as well as off-campus at local high schools, physical therapy clinics, and physician offices. Clinical placements will include a variety of exposures at settings that expose students to lower extremity intensive, upper extremity intensive, equipment intensive, professional-advancement, non-sport populations, and general medical environments either on or off-campus. All clinical placements will take in to consideration the student’s individual strengths and weaknesses, post-graduate goals, learning style, demeanor, and previous clinical experiences.

The following chart provides an overview of potential clinical settings and anticipated costs of housing and travel to the sites.

Clinical Site	Sport or Population		Associated Expenses Living or Travel
TCU Athletics NCAA DI - Big XII Conference	Football Volleyball (Court) Cross Country Swim & Dive (M & W) Women’s Soccer Volleyball (Sand) Basketball (M & W)	Baseball Rifle Track & Field Tennis (M & W) Golf (M & W) Equestrian	Tarrant County Living -1 Personal Vehicle – 2 Public Transportation - 3
TCU Medical Clinic	General Medical Conditions (D-I Athletics)		1, 2, 3
Local High School UIL -5A JV, Var UIL 4A JV, Var Private – MS, JV, Var	Football Field Hockey Volleyball Court Cross Country Cheerleading Basketball Soccer Golf Track & Field PE Students K-12	Wrestling Gymnastics Swim & Diving Tennis Dance/Drill Team Baseball Softball Lacrosse	1, 2, 3
Local Physician Practices	Non-Sport Population Sports Population Ages 10 – 99 yo		1, 2, 3
Local Physical Therapy Clinics	Non-Sport Population Sports Population Ages 10 – 99 yo		1, 2, 3

Fort Worth Stock Show & Rodeo	Non-Traditional Athletes	1, 2, 3
Clinical Immersive Field Experience	<p>Selected and assigned based on the student's interests, clinical experience needs and appropriate arrangement between Clinical Site and TCU MSAT Program.</p> <p>Potential opportunities:  NCAA D-I, NCAA D-III, NAIA, NFL, MLB, NBA, WNBA, NHL, MLS, High School Athletics, Industrial Setting, Orthopedic Physician's Office</p>	4) Field Experience or 1, 2, 3

- 1) Tarrant County Living- Fort Worth is consistently rated on average as one of the cheapest major American cities to live in. Student housing and living expenses for clinical expenses in and around the TCU Campus are expected to be made on their own. It is preferred that students live in Tarrant County and could estimate their expenses based on these cost of living calculator sites.
  - a. <https://www.nerdwallet.com/cost-of-living->
  - b. <https://www.numbeo.com/cost-of-living/comparison.jsp>
- 2) Personal Vehicle – Expected travel expenses is based on the student's personal vehicle, include but are not limited to gas, general maintenance, vehicle insurance and other normal driving experiences associated with public and private roads of Texas. Carpooling to the same clinical sites with fellow classmates is an acceptable option.
- 3) Public Transportation - Fort Worth and Tarrant county has a public transportation system, which includes trains and busses throughout the greater Fort Worth and Tarrant County area. With individual planning and coordination students could use the Trinity Metro as a resource of transportation to certain clinical sites.
  - a. Trinity Metro - <https://ridetrinitymetro.org/>
- 4) Field Experience – Cost of living and individual traveling expenses will have to be arranged and covered by the student. Expenses may include but not limited to: housing in a different city, additional meal, air or car travel to immersive field experience, travel expenses with in the city of selected immersive field experience.

### **Clinical Experience Hours**

Athletic Training Students enrolled in clinical education courses are required to accumulate hours at each of their clinical experiences. Hours spent in clinical experiences shall be enough to provide quality educational experiences throughout each of the settings they are placed in and to meet curricular content standards/learning objectives for each clinical education course. Though there is not an institutional policy or accreditation standard that defines the minimum amount of time required in a clinical experience, students should expect to spend, at a minimum, 15 hours a week engaging in clinical experiences. Students may spend more than 15 hours a week in a clinical experience based on setting, class schedule, season (competitive vs. off-season), treatment/rehab schedule, and/or practice and game schedules. The time commitment for completing clinical experiences should not adversely affect the student's progression through

the Athletic Training Program. Academic standing and time spent in the clinical and supplemental experiences is monitored by program faculty. When academic progress/standing becomes a concern, the student's time in a clinical experience is examined by program faculty and a plan is created with the student outlining appropriate strategies for improvement.

The clinical experience component of the MSAT curriculum is planned to include immersive clinical experiences across the graduate curriculum. An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by Athletic Trainers. Students must participate in the day-to-day and week-to-week role of an Athletic Trainer for a period of time identified by the program (but minimally one continuous four-week period). The program may include asynchronous online education during the immersive experiences that does not detract from the nature of an immersive clinical experience. Students are responsible for communicating with their preceptors regarding scheduling and hours completion throughout the semester. Students should record hours starting when they arrive at their clinical site and stop recording at the time they depart their clinical site. During immersive clinical experiences, students should complete a weekly hour minimum of 30 hours/week. The maximum weekly average hours should align with other staff/interns at the clinical site (as approved by the site's preceptor). Travel time to and from the clinical site should not be included. All clinical hours should be recorded on a daily basis in the student's ATrack account.

Students are required to attend their clinical experience throughout the entire semester to ensure they are engaging in learning opportunities across the entire continuum of patient care, participating in professional and administrative aspects of the clinical site, and developing and improving knowledge and skills over their time in the program. Students may not load clinical experience hours at the beginning, middle, or end of the semester or experience. Progress checks will be completed by the Clinical Education Coordinator throughout each academic semester to ensure the student is making appropriate progress in the clinical experience in regards to hours and content standards. If a student anticipates any difficulty with achieving the adequate hours to ensure a quality clinical experience (e.g., physician-documented illness, injury, medical leave of absence, etc.), they must notify the Clinical Education Coordinator as soon as possible.

Clinical experiences will vary in regard to time of treatments, practices, competitions, and post-season competitions. A school holiday does not automatically excuse a student from their clinical experience. Athletic Training Students are responsible for communicating with their Preceptor regarding any time-off requests for holidays or other events in a timely manner. Time-off requests should be submitted to the Preceptor and Clinical Education Coordinator immediately following the identified need for requested leave. If an emergency arises or you have a personal illness, please notify your Preceptor and the Clinical Education Coordinator as soon as possible. Communication is key regarding any time off from your clinical experiences.

## **Clinical Absence Request Policy**

If a student is planning to be absent from clinicals, it is their responsibility to inform their assigned preceptor two weeks before the expected absence. Athletic Training Students must submit a Clinical Absence Request Form (refer to Appendix) to both the preceptor and clinical education coordinator. Completion and submission of the clinical absence request form does not guarantee approved time off. In cases of emergency or unexpected absence, the ATS must attempt to contact the preceptor as soon as possible.

## **Patient Encounter Documentation**

**Students are required to document their patient encounters in all clinical experiences on ATrack.**

Students should document patient encounters daily PRIOR to leaving their clinical experience. A documentable encounter is any interaction with an athlete/patient that a student provides care and/or directly observes a skill (ex. observing doctor exam of knee, assisting in shoulder theraband exercises; directing return to play functional exercises, performing a concussion evaluation). Students should not document events such as general practice/game coverage, set-up and tear down of facilities or activities that do not involve direct athlete/patient interaction (ex. logging daily treatments, debriefing from emergency situation, monitoring practice/hydration). The purpose of tracking patient encounters is to demonstrate progress of clinical skills and create an overall portfolio of the student's clinical experience. This process also emphasizes the importance of establishing value for the athletic training profession. All patient encounters need to be tied back to a specific set of clinical hours, so it is recommended to log your clinical hours for the day prior to entering your patient encounters

## **Clinical Supervision**

Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the practice act of the state in which the student is engaging in client/patient care. Supplemental clinical experience opportunities may include other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94 (Curricular Content Standards).

All preceptors must be licensed health care providers and be credentialed by the state in which they practice. Preceptors who are solely credentialed as athletic trainers must have a current BOC certification and be in good standing. Preceptors must demonstrate contemporary expertise in the field of athletic training and will receive planned and ongoing education by the program for their role as a preceptor. Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences.

The Preceptor must orient students to the policies and procedures of their clinical site. Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for athletic training and supplemental clinical experiences must include (but is not limited to) critical incident response procedures (for example, emergency action plans), blood-borne pathogen exposure plan, communicable and infectious disease policies, documentation policies and procedures, patient privacy and confidentiality protections, and plan for clients/patients to be able to differentiate practitioners from students.

Preceptors function to supervise, instruct, and mentor students during clinical education. Preceptors who are athletic trainers or physicians will assess students' abilities to meet the curricular content standards. This may include evaluation of professionalism and communication skills. The Preceptor shall provide for demonstration and feedback in the ATS's development of mastery and participate in accepted educational practices for evaluation of the ATS as skills mature. It is expected that the Preceptor will provide the ATS with expectations of the experience, continual feedback as to progress, and a final review of the overall experience through completion of the Athletic Training Milestones. Additionally, Preceptors should evaluate and document performance of knowledge, skills and abilities in ATrack as appropriate.

## **Conflicts**

Conflicts during clinical experiences will occur. An ATS may have a difference of opinion with a Preceptor or another ATS regarding patient care and/or personal differences. ATSs are encouraged to discuss this privately with the other person at an appropriate time. ATSs are also encouraged to ask questions, without questioning their Preceptor. It is inappropriate to argue in the presence of the athlete or patient. This may undermine the patient's confidence in the Preceptor and/or the ATS. If a conflict occurs with a peer and cannot be resolved between the students, the situation should be brought to the attention of the Preceptor. If problems are not resolved the Clinical Education Coordinator will intervene and serve as a mediator.

If a conflict occurs with a Preceptor and cannot be resolved between the student and the clinical supervisor, the situation should be brought to the attention of the Clinical Education Coordinator. If problems are not resolved, the Program Director and/or clinical site administrator will intervene and serve as a mediator.

## **Health and Safety Policies**

### ***Name Tags***

In order for patients/clients to differentiate students from credentialed providers, students must wear names tags at all time while at a clinical experience. The name tag will identify the student as a Master of Athletic Training Student.

### ***Emergency Cardiac Care***

All MSAT students must have emergency cardiac training before engaging in athletic training and supplemental clinical experiences. The program will certify students prior to beginning

clinical experiences in BLS Healthcare Provider through the American Heart Association at no cost to the student. Students will be issued an AHA eCard that must be uploaded to their Castle Branch account.

### ***Bloodborne Pathogens***

Consistent with the TCU Blood Borne Pathogens Exposure Control Plan, that outlines the requirements and guidelines for safe handling of biological materials, the TCU Athletic Training Program will enforce the same policy and procedures set forth by TCU. This policy ensures that the safety of all members of the campus community is a primary concern. The university demonstrates this concern through compliance and enforcement of federal, state, local rules and regulations to which to University is subject. ATS can access the TCU Blood Borne Pathogens Exposure Control Plan in their ATrack account under Documents.

Athletic Training Students must receive bloodborne pathogen training prior to beginning clinical experiences or observation. Bloodborne Pathogen training is offered annually through the MSAT Program at no cost to the student. Students must always comply with appropriate bloodborne pathogen policies and procedures during coursework, laboratory sessions and clinical experiences.

Each clinical site utilized by the MSAT Program has protective barriers (e.g. gloves), cleaning supplies, and waste receptacles (e.g. sharps container, biohazard waste receptacle) to prevent bloodborne pathogen transmission. Each clinical site should also have their Blood Borne Pathogen Exposure Policy posted or readily available to the student. Students should be oriented to the policies at their respective site and follow the clinical site's procedures in case of exposure. In the event of an exposure incident, the ATS should immediately contact their supervising Preceptor, MSAT Program Medical Director and the CEC in order to ensure that TCU guidelines are followed.

The ATS must also complete a Clinical Site Orientation Sheet for each of their assigned clinical experiences verifying that they have reviewed the site's Blood Borne Pathogen Exposure Policy, including location of the exposure plan/policy, PPE and sanitation precautions (location of sinks, hand hygiene, and disinfection protocols). Documentation of annual BBP Training and the Clinical Site Orientation Sheets are maintained by program personnel on the MSAT Program Shared Drive (ATEP).

### ***Therapeutic Equipment Safety Policy***

The TCU Athletic Training Program adheres to the safety policies for therapeutic equipment as outlined by the manufacturer's guidelines and on the recommendation of the local companies that perform safety-checks and/or calibrations at all clinical sites. Athletic Training Students should only utilize therapeutic equipment that has been appropriately calibrated and/or maintained in order to ensure patient and clinical safety and the safety of the Athletic Training Student.



## **Communicable Disease Policy**

All ATS must read the MSAT Program Communicable Disease Policy and sign the signature page each year prior to beginning clinical experiences (Appendix B). Documentation that the student has read and understands the policy is maintained by program personnel on the MSAT Program's Box Drive. A copy of this policy is also located on ATrack and in the MSAT Program Classroom/Lab (036 Rickel).

## **Immunizations**

The following immunizations are required to be up-to-date while in the Athletic Training Program:

- Measles, Mumps, Rubella: those born since January 1, 1957 must have two (2) doses since 12 months of age. The two (2) doses must be at least 30 days apart
- Tetanus/Diphtheria/Pertussis (Tdap): Booster within 10 years
- Varicella: show proof of immunization or document history of the disease (chickenpox)
- Hepatitis B: The completed three dose shot must be received before contact with patients in clinical experiences
- TB skin test (must be completed annually): if you have a history of a positive TB test you must present a chest X ray report dated within 1 year of beginning clinical rotations
- Flu Shot: Recommended annually. Clinical placements may be limited for students who choose not to receive a flu shot if this is required as per the Affiliated Agreement. Currently, students who have not had a current flu shot cannot complete clinical experiences with Baylor Scott & White, Texas Health Resources, and Texas Health Physician Group.
- COVID Vaccine: Students are strongly encouraged to obtain the COVID vaccine. Vaccines are available through the TCU Student Health Center. Students who are not vaccinated fully within 2 weeks of starting clinical may be required to wear a mask during clinical experiences and/or obtain periodic COVID testing.

All needed immunizations are available through the TCU Health Center for a fee, with the exception of Hepatitis B which, is available free of charge. The annual TB test is also available through the TCU Health Center for no charge. The flu vaccination is offered each fall for TCU Faculty, Staff and Students at no charge. Students selecting to obtain immunizations elsewhere are responsible for all fees incurred. Documentation should be obtained and submitted to Castle Branch. **Records of the ATS immunizations must be completed and uploaded to Castle Branch prior to beginning any clinical experience.**

## **Confidentiality (HIPAA/FERPA Training)**

Student-athlete/patient confidentiality is of the utmost importance, particularly in athletic settings where there are many bystanders. Disclosure of personal health information to another person is in direct violation of federal law. According to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Section 1177 "One who knowingly exposes individually identifiable health information to another person shall be fined not more than \$50,000,

imprisoned not more than 1 year, or both.” At no time should that confidentiality be breached. ATs should not disclose confidential student-athlete/patient information to anyone (the press, professional scouts, roommates, parents, boyfriend/girlfriend, etc.) other than their Preceptors and overseeing physicians. All records are confidential and should never be removed from the clinical site without permission of the Preceptor. A breach of patient confidentiality is grounds for immediate dismissal from the MSAT Program.

The MSAT Program requires mandatory HIPAA/FERPA Training at the beginning of each academic year prior to beginning clinical experiences. Students must acknowledge that they have received HIPAA/FERPA Training (signature sheet provided following training and maintained on the TCU Athletic Training Program Shared Drive (ATEP)). The TCU MSAT Program uses clinical sites that may have their own mandated HIPAA/FERPA Training that students must complete. The CEC will notify the student of any additional training required before participating in these clinical experiences.

### ***Radiation Safety***

The Schollmaier Athletic Training Facility houses an x-ray machine and students may have the opportunity to observe this diagnostic procedure. Students must always be accompanied by a physician during these procedures and must follow the TCU Radiation Safety Policy that is posted in the Schollmaier Athletic Training Facility (x-ray room). If a student completes a clinical experience that allows the student to see a procedure that requires exposure to radiation (such as x-ray) then the student is expected to follow all policies and procedures implemented by that location.

### ***Sanitation Precautions***

In the health care setting, it is critical that care is taken to reduce the spread of germs and infections/diseases/illnesses. The first line of defense against infections/diseases/illnesses is hand washing. All students, staff, and preceptors are expected to take appropriate sanitation precautions when in the clinical setting. All clinical settings will provide the students, staff, and preceptors the ability to clean their hands before and after patient encounters.

### ***Clinical Site Orientation***

Athletic Training Students are required to complete the Clinical Site Orientation Sheet (Appendix H) PRIOR to beginning all clinical experiences to verify their understanding, location and immediate access to the site’s Emergency Action Plan, Blood Borne Pathogen Policy and Exposure Plan including availability and location of personal protective equipment, and the sanitation precautions including location of sinks, hand hygiene, and disinfection protocols. This is also the opportunity for the student and Preceptor to discuss clinical expectations, communication methods, scheduling (including discussion of minimum day-off in every seven-day period), dress code, student strengths and weaknesses, and any site-specific policies and procedures. This form should be completed PRIOR to beginning a clinical experience, signed by both the student and Preceptor, and submitted to the CEC within (1) week of starting each new clinical experience.

### ***Emergency Action Plans***

Each TCU Athletic Training Program affiliated clinical site, including the sponsoring institution, has a readily accessible/posted Emergency Action Plan. When a student is assigned to a clinical experience, he/she receives an orientation from the Preceptor prior to beginning the clinical experience that describes the policies and procedures for that site. Instruction on the EAP will be completed during that orientation. ATS and Preceptor will complete a Clinical Orientation Sheet verifying that the EAP has been reviewed and practiced and that the ATS has immediate access to the EAP in an emergency situation (Revised February 2021). It is the Athletic Training Student's responsibility to ask their respective preceptor if they do not understand the EAP.

### ***Lightning Policy***

Each TCU affiliated clinical site, including the sponsoring institution, has a readily accessible/posted Emergency Action Plan. In the event of lightning strikes, the Emergency Action Plan and specific lightning policies for the respective clinical site shall be used. It is the responsibility of the Preceptor at each affiliated clinical site to inform TCU Athletic Training Students as to the location and procedure(s) for their respective lightning policy. Athletic Training Students should in turn request this information during their orientation to each clinical site.

### ***Medication Distribution Policy***

Athletic Training Students must follow all medication distribution policies at their assigned clinical sites. If the ATS is asked to distribute medication(s) to a patient, they must first ask permission from their preceptor if the patient is allowed to have that medication. If the preceptor agrees to the medication, they must give the ATS permission to access the medication contained in the locked cabinet. Once the ATS has obtained the medications, they must document the following in the medication log: the date of distribution, the athletes' full name, the medication(s) given, the dosage, the preceptor that gave permission to distribute, and the athletic training student's name who distributed the medication(s).

If an ATS wants to use the facility's over the counter medications, they must ask a preceptor's permission and document themselves in the medication log.

### ***Off-Road Vehicle Use***

Athletic Training Students must follow the guidelines and safety procedures regarding use of University Off Road Vehicles (ORVs). All operators of ORVs must possess a valid driver's license and successfully complete an ORV Safety Training Program through TCU Risk Management. Operator's training will include signing a statement of understanding of the ORV program.

ORV's are not to be overloaded, i.e. carrying more passengers than seating provided or overloading the ORV's recommended carrying or load capacity. Employees and students are prohibited from riding in the utility bed of golf carts and ATV's.

The full university policy regarding ORV guidelines can be found at:

<http://tcusafety.tcu.edu/wp-content/uploads/2014/09/TCU-final-Off-Road-Vehicle-Policy.pdf>

Failure to follow this policy, render common practices or courtesies, or follow the rules of the road for the State of Texas could result in counseling including appropriate disciplinary action and/or suspension of operator's driving privileges.

## **Professional Appearance**

There are very few things more important for the ATS than developing the professional respect and confidence of their patients and colleagues. While participating in clinical experiences, it is expected that students will dress in a professional manner. Your appearance is the most outward sign of your professionalism. Remember you are representing TCU, the MSAT Program, and yourself.

Any ATS found to be out of dress code may be sent home for the day. At the discretion of the Preceptor and/or Program Director and/or Clinical Education Coordinator, students may be removed from the clinical site permanently after three dress code violations and placed on a Professional Behavior Plan (severity of violations may be considered and removal may occur prior to three if necessary).

The following guidelines describe appropriate professional attire. Students should discuss appropriate dress code with their preceptors during the Clinical Site Orientation.

### TCU Clinical Sites

- Name Tag (required to distinguish students from clinical staff)
- Attire listed on the daily schedule (to be provided by Preceptor)
- Game and Travel attire (to be provided by Preceptor)

### High School Clinical Sites

- Name Tag (required to distinguish students from clinical staff)
- TCU issued clothing
- Khaki style pants or shorts (neutral colors)
- If provided with clothes from HS, student should wear as expected by Preceptor

### Practice Advancement Settings (Physical Therapy/General Medical/Dance/Industrial Sites/Physician Practice)

- Name Tag (required to distinguish students from clinical staff)
- Khaki or black pants/slacks and TCU collared shirt

### Professional Meetings

- Business casual (dress shirt/sweater/blouse, dress pants, pant suit, dress, or skirt—no shorts, jeans, sweats, etc.)

Clothing will be distributed to students including shorts, shirts, and hats by TCU Sports Medicine and Athletic Training Department. Rain Gear and a Cold Weather Jacket can be checked out through, but must be returned at the end of each academic year. If you have any questions regarding clothing, please see Miranda Jensen (miranda.jensen@tcu.edu).

**The following are UNACCEPTABLE AT ALL TIMES WHILE PRESENT AT CLINICAL EXPERIENCE SITES:** clothing representing other NCAA affiliated institutions; clothing with holes or that has been intentionally modified by the student including cutting of sleeves, thumb holes, etc; clothing that is tattered or worn (holes, rips, tears); clothing advertising any product or service that is not an affiliated TCU sponsor; clothing advertising drugs, alcohol, or containing inappropriate language or language deemed inappropriate by program personnel; sandals, open-toed or open-heeled shoes; tank tops of any kind; jeans or denim of any kind; cotton, fleece, jersey, spandex, yoga, athletic, or 'warm-up' pants of any type; clothes that obviously haven't been washed or cared for appropriately; shirts that extend the length of the shorts; clothing that exposes cleavage, midriff, or buttocks; shorts that don't extend to the fingertips (with arms at the side); shorts that extend past the knees.

Students should be professionally groomed at all times. This includes proper hygiene practices. Small earrings or studs are allowed and should be of size to prevent getting caught/snagged during application of patient care. If a student has a nose piercing, it must be a stud (no hoops) for safety and professional purposes. Hair, including facial hair, should be kept neat and trimmed. Anyone with long hair should keep it pulled back whenever they are in their clinical setting. Extremes of appearance (i.e. hairstyles, makeup) should be avoided. Fingernails should be cleaned and trimmed and no longer than the fingertip to allow for safe healthcare to patients. Artificial fingernails or permanent/semi-permanent nail decorations are not allowed. Temporary or permanent body art is acceptable, but should be covered with clothing if indicated by clinical site guidelines

### **Professional Relationships**

Student Athletes<sup>1</sup>: The student-athletes at Texas Christian University and any of our affiliated clinical sites are your PATIENTS. It is prohibited to pursue a relationship with a TCU student-athlete, patient, or staff member (Athletic Training Staff, Coaches, Physicians, Graduate Assistants, etc.). You must maintain appropriate boundaries at all times so that you do not compromise your professional relationship. This includes contacting, friending, and/or communicating with patients on any and all social media outlets. You must earn the respect of your patients in order to be effective care providers to them. The person who is your drinking buddy or date will almost never trust you to be the person who takes care of their serious healthcare needs. Likewise, providing alcohol for athletes, underage or otherwise, can lead to disastrous consequences. If you are approached by one of your patients about entering into a romantic/sexual, or partying situation, you are required to decline. You should never seek to be in such a relationship or situation with one of your athletes.

Also, you are NOT in their chain of contact for emergencies and you ARE NOT PERMITTED to provide them care outside of your supervised role as a student. If a student-athlete calls you personally to request care for a problem (whether it occurs in athletics or outside of athletics) you should advise them to seek care in an AT facility or in the emergency room as is appropriate and you should notify your Preceptor immediately. You should never provide private “after hours” or “off the books” care that circumvents the healthcare plan that we have put in place for our student-athletes and patients. Doing so is both unethical and illegal.

Although your patients are typically of similar age and might be romantically interested, they are NOT an appropriate pool from which to select your romantic or sexual relationships. It would be a conflict of interest to serve in a clinical experience providing care to a student-athlete with whom you have a romantic, sexual, or significant social relationship. It completely compromises your ability to make objective judgments about the care of patients and it can also compromise the respect other members of the athlete’s team have for you and even for other Athletic Training Students who are working to earn their respect. Engaging in romantic, dating, sexual, partying or other significant relationships with any student-athlete, patient, or staff member (from any of our clinical sites) is HIGHLY UNETHICAL and is prohibited.

<sup>1</sup>Adapted from the Ohio State University 2009 – 2010 Athletic Training Division Student Handbook

Professional Relationship Consequences: Students who participate in romantic, dating, sexual or partying activities with patients from ANY of our facilities (including affiliated sites) will be IMMEDIATELY REMOVED from their clinical for the duration of the experience. This will happen on the first offense and no prior warning will be issued. This disciplinary action may result in a failing grade for your Clinical Education course. A second incident of entering into such a relationship with a patient will lead to dismissal from the MSAT Program (see Disciplinary Procedures).

**Medical Professionals:** Athletic Training Students should be very professional when interacting with physicians and other medical professionals. These interactions are very important to the didactic and clinical education of the student and they are to be actively sought out. Athletic Training Students are encouraged to ask questions when appropriate and to use appropriate medical terminology.

**Coaches:** It is important that ATSs develop professional relationships with coaches. Generally, the Preceptor will provide status reports to coaches although ATSs may have the opportunity to do this as part of their clinical experience. The ATS should discuss how to handle the coaches’ questions with their Preceptor. Generally, an ATS’s interaction should increase with their clinical experience. Occasionally such interactions can present difficulties. If an ATS has difficulty with a coach or athlete, he/she should make this known to the Preceptor immediately. Most problems can be easily resolved if approached early and properly.

Coaches are staff members; therefore social/romantic relationships with coaches are forbidden. Such relationships will be cause for disciplinary action and possible dismissal from program (see

Professional Relationship Consequences). If a coach approaches you, you should inform your preceptor and program faculty immediately.

The Media: Athletic Training Students in clinical rotations, especially at TCU, may be asked by the press to provide information regarding an athlete's condition. Reporters may do this very subtly, without asking a direct question. Athletic Training Students should be mindful of patient confidentiality in dealing with the press. The best policy when confronted by the press is to be polite and redirect them to your respective Preceptor. Remember, nothing you say while talking to the media is "off the record". Providing information to the media is a HIPAA violation and grounds for immediate dismissal from the MSAT Program.

Athletic Training Students should refrain from speaking with TCU Skiff reporters unless the reporter is writing an article about the MSAT Program. Please consult the Program Director and/or Associate Athletic Director of Athletic Training and Sports Medicine prior to agreeing to an interview with the Skiff.

### **Use of Alcohol**

Athletic Training Students, regardless of age, are prohibited from the use of alcohol in conjunction with any intercollegiate athletics related activity. These activities include but are not limited to:

- Traveling to or from a site of practice or competition,
- Presence at all team or individual practices,
- Presence at all athletic events, on or off campus,
- Presence at a site of competition as a representative of the MSAT Program,
- Presence at all social functions, on or off campus as a representative of the MSAT Program.

Students, especially students under age, should be familiar with the university student handbook policies regarding the consumption, sale, and distribution of alcohol. Violations of the above policy or the TCU Student Handbook may result in disciplinary action. See Code of Student Conduct for University Alcohol Policy ([3.2.11 Alcohol](#)).

### **Gambling**

Athletic Training Students should be familiar with and adhere to all NCAA rules regarding gambling. In general, ATs should not:

- Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition
- Solicit a bet on any intercollegiate team or professional team
- Accept a bet on any team representing the institution
- Solicit or accept a bet on any intercollegiate competition for any team (e.g., cash, shirt, dinner) that has tangible value

- Participate in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling

Questions and concerns should be directed to the TCU Athletic Department Office of Compliance.

### **Drug Screening and Criminal Background Check (Castle Branch)**

All students entering the MSAT Program will be required to register with Castle Branch in order to schedule their drug screen and criminal background check. Students will also be required to upload their immunization record (including annual TB Test and Flu Shot verification). The cost for these services, including drug screen and criminal background check, is a one-time fee of \$107.00 (unless the student is required to have a 2nd drug screen or criminal background check). This fee is the responsibility of the ATS.

Drug screening and criminal background checks are required by the facilities that are the clinical sites for the Athletic Training Program clinical experiences. The 2013 Regional Standards for Drug Screening and Background Checks require that drug screens and background checks be completed within 30 days prior to the start of the first clinical experience. Before an Athletic Training Student can be placed in a clinical experience, the student must have certain acceptable results on both a drug screen and a criminal background check.

Athletic Training Students will be notified of the company designated by the Athletic Training Program to perform the drug testing and criminal background check. The Athletic Training Program will not accept drug test and criminal background check results from any company other than the one(s) designated by the Athletic Training Program. The company selected is independent and separate from both TCU and the MSAT Program. It is not and shall not be considered a partner, joint venturer, employee, or agent of TCU or the MSAT Program. TCU shall not be considered a partner, joint venturer, employee, or agent of the company.

### ***Drug Screening per Regional Standards***

Athletic Training Program Students Required Drug Screening /Timing of Drug Screening: Athletic Training Students enrolled in a clinical course for the first time or a student who has had a break in enrollment in clinical courses are required to complete drug screening at a time designated by the MSAT Program prior to the first clinical day in the facility. A break in enrollment is defined as non-enrollment for one full semester or more in clinical coursework. Students should not schedule their drug screen more than 30 days prior to starting their clinical experiences.

Refer to TCU's Student Handbook on Alcohol and Drug Abuse Policies and Penalties. Also, upon a Facility's request, any student provided to Facility will submit to a drug test and agree to have the results of this test made available to Facility.



Drug Screen Procedure/Requirements: Athletic Training Students are required to contact the company designated for drug testing and schedule an appointment for the drug screen. Athletic Training Students are required to sign any and all consents/releases, in the form(s) designated by the company, including consent to the drug test and permission for the results of the drug test to be provided to TCU and the MSAT Program. It is a violation of this policy for a student to adulterate or attempt to adulterate a specimen, to engage in any deceptive behavior during or in connection with the testing process, or take any other action that would falsify test results or tend to make test results inaccurate.

As part of the drug testing procedure, the student may be contacted by the Medical Review Officer ["MRO"] affiliated with the testing company. The student should cooperate with and accurately respond to inquiries of the Medical Review Officer. A positive drug screen for a student is defined under this policy to be one reported as such by the testing company selected by the MSAT Program. Generally, under the Community Standards, this refers to the testing company indicating the student tested on both the company's initial test and GC/MS confirm test as outside the acceptable range set by the testing company, and with the MRO not determining the test result should be a negative. A negative test for a student is defined under this policy as a test result that is not a positive test result.

Reporting of Drug Screen Results to TCU Athletic Training Program: The testing company will communicate the drug test results to the Clinical Education Coordinator of the MSAT Program. It is the policy of TCU and the MSAT Program to maintain the confidentiality of these drug test results to the extent required by law.

Consequences: When a positive drug screen occurs, the following will occur:

- The student will be immediately suspended for a minimum of one year (12 continuous months from the date of the beginning of the suspension) from the MSAT Program; and
- The positive drug screen will be shared by the MSAT Program with the TCU Dean of Students for further action, including but not limited to referral for a drug abuse education program, referral to counseling, and/or referral to a drug treatment program, under TCU's institutional policies; and
- Other appropriate action, if any.

Any ATS with a positive drug screen is encouraged to seek treatment. The MSAT Program encourages impaired students to seek assistance voluntarily and assume responsibility for their personal and professional conduct.

A student who has on one occasion had a positive drug screen under this policy, and who desires to reapply to TCU's MSAT Program, may reapply only for a school semester beginning after the period of suspension (one year minimum). The student will, in addition to meeting all other requirements for similarly situated applicants, be required to provide documentation of successful treatment and the student will be required to consent to and undergo a retest, at a time and through a testing company selected by the MSAT Program, with this retest resulting in

a negative drug screen. This re-testing is at the student's expense. The decision on whether to re-admit the student is not guaranteed, and will be made on a case-by-case basis.

Suspicion Testing Under the Regional Standards: Additionally, the Regional Standards provide that a student assigned to a facility for a clinical experience, and who is suspected by the facility or faculty of substance use or abuse, will be asked to consent to a drug test, plus other consequences. In this situation, the student is required to sign the consent and complete an immediate drug test as provided by the Regional Standards.

### ***Criminal Background Check per Regional Standards***

Athletic Training Program Students required Criminal Background Check/Timing of criminal background check: Athletic Training Students enrolled in clinical coursework for the first time or a student who has had a break in enrollment in clinical courses are required to complete the criminal background check at the time designated by the Athletic Training Program prior to the first clinical day in the facility. A break in enrollment is defined as non-enrollment for one full semester or more in clinical coursework.

Criminal Background Check Procedure/Requirements: Each student who will be the subject of the criminal background check is required to cooperate with the company conducting the check so that it can be completed at the time required by the MSAT Program prior to the student contacting patients or employees at the facility. Each student is required to provide the screening company accurate identifying information requested so that the company can carry out the screen upon the student. Each student is required to sign any and all consents/releases, in the form(s) designated by the company, including consent to the criminal background check and permission for it to be provided by the company to TCU and the MSAT Program. It is intended that the background check include all cities and counties of known residence for the seven-year period prior to the check.

Under this policy, the term "failing" the criminal background check is defined as the screening company reporting to the Athletic Training that the student had any of the following, during the seven-year period prior to the check:

- A felony conviction.
- A misdemeanor conviction or felony deferred adjudication involving a crime against a person (physical or sexual abuse).
- A misdemeanor conviction related to moral turpitude (prostitution, public lewdness/exposure, etc.). A felony deferred adjudication for the sale, possession, distribution, or transfer of narcotics or controlled substances.
- Registration as a sex offender.

Reporting of Criminal Background Check to Harris College-Athletic Training: The company conducting the criminal background check will communicate the criminal background check results to the Clinical Education Coordinator of the MSAT Program. It is the policy of TCU and

the MSAT Program to maintain the confidentiality of these criminal background check results to the extent required by law.

Consequences: When a student fails the criminal background check, the following will occur:

- The student will be immediately suspended from the clinical experience until the earlier of the following: (a) the company conducting the check reports to the Athletic Training Program (perhaps through clarifying information provided by the student to the company) that the student no longer fails the check.
- The student will be notified of a description of the adverse action taken, the name of the company which prepared the report, a statement that the company did not make the decision to take the adverse action, that the student has a right to obtain a free copy of the company's report from the company, and to contest its contents.
- The results will be shared by the MSAT Program with the TCU Dean of Students for further action under TCU's institutional policies.
- Other appropriate action, if any.

A student who is convicted of or receives deferred adjudication for any of the criminal offenses referred to in Section B above while enrolled in the program must report the conviction to the MSAT Program Director, within three days of the conviction, and the student will be referred to the TCU Dean of Students and suspended from the MSAT Program.

### **Clinical and Program Evaluations**

The purpose of evaluations is to gain the perspective from the ATs, Preceptors, alumni and employers as to the strengths and weaknesses of each aspect of the MSAT Program. The MSAT Program Faculty will carefully review each evaluation and will use all evaluations to enhance the positive aspects of the program and make necessary changes to the program that address the weaknesses.

***Athletic Training Student Evaluation-AT Milestones (ATrack):*** Athletic Training Students will be evaluated twice per clinical experience. Students completing a full semester rotation will be evaluated at the mid-point of the clinical placement and the final evaluation will take place prior to the end of the clinical placement. For students completing two 8-week rotations, they will be evaluated at the completion of each experience. The Athletic Training Student's assigned Preceptor will complete the evaluation and meet with each ATS individually to discuss the evaluation. Evaluations will be reviewed by the Clinical Education Coordinator once they have been completed by both the Preceptor and ATS. These evaluations will be completed electronically via the ATrack website. Data collected is used for the TCU Athletic Training Program Comprehensive Assessment Plan.

***Clinical Site Evaluation (ATrack):*** Athletic Training Students will evaluate the clinical site to which they are assigned at the end of each semester/clinical education experience. Evaluations are submitted directly to the Clinical Education Coordinator via the ATrack website and will be kept anonymous. General content of comments (positive and negative) may be shared with the clinical

site administrator and/or individual Preceptor at the discretion of the CEC and/or Program Director. Failure to complete Clinical Site Evaluations may result in an Incomplete for the grading period in that clinical course. Student may be prohibited from progressing to the next clinical if he/she fails to complete these evaluations. Data collected is used for the TCU Athletic Training Program Comprehensive Assessment Plan.

***Preceptor Evaluation (ATrack):*** Athletic Training Students will evaluate their Preceptor(s) at the middle and end of each semester/clinical education experience. Evaluations are submitted directly to the Clinical Education Coordinator via the ATrack website and will be kept anonymous. General content of comments (positive and negative) may be shared with the respective Preceptor at the discretion of the CEC and/or Program Director. Failure to complete Preceptor Evaluations may result in an Incomplete for the grading period in that clinical course. Student may be prohibited from progressing to the next clinical if he/she fails to complete these evaluations. Data collected is used for the TCU Athletic Training Program Comprehensive Assessment Plan.

***Athletic Training End of Program Evaluation (Qualtrics):*** Athletic Training Students will have the opportunity to evaluate the Athletic Training Program at the conclusion of each academic year. Evaluations will be completed online (Qualtrics) and submitted directly to the Program Director. The MSAT Program Faculty will review compiled comments and discuss potential changes that will continue to improve the MSAT Program. Data collected is used for the TCU Athletic Training Program Comprehensive Assessment Plan.

***Alumni Survey & Employer Surveys (Qualtrics):*** Graduates of the MSAT Program will be asked to evaluate the program once they have completed a minimum of one year as a professional. The feedback from graduates is very important to the success and continued development of the program. Graduates are able to provide reflective insight into their professional preparation. Employers will also be contacted to evaluate graduates of the MSAT Program. Employer and Alumni Surveys are utilized as part of the MSAT Program Assessment Plan and assist the MSAT Program Faculty in identify strengths and weaknesses and creating action plans for program improvement. Data collected is used for the TCU Athletic Training Program Comprehensive Assessment Plan.

# Appendix A

## Technical Standards



The Athletic Training Program at TCU 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 Athletic Training Program establishes 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 [CAATE]). All students admitted to the Athletic Training Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, the student will be removed from the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification examination or the Texas state license examination.

Candidates for selection to the Athletic Training Program must demonstrate:

- 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;
- 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;
- 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 judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
- sufficient receptive, written and oral communication skills to accurately receive, read, interpret and comprehend the English language in written and verbal forms in order to (a) communicate effectively and professionally with patients, parents, coaches, supervisors, and peers from a variety of social, emotional, cultural and intellectual backgrounds; (b) to record the physical examination results and a treatment plan clearly and accurately;
- the capacity to maintain composure and continue to function well during periods of high stress while providing patient care in a private and public environment and dissemination of information to athletes, parents, physicians, coaches, etc.;
- the perseverance, diligence and commitment to complete the Athletic Training 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 professional education and quality patient care.

Candidates selected for admission to the Athletic Training Program are required to verify they understand and meet these technical standards.

I certify that I have read and understand the technical standards listed above, and I believe to the best of my knowledge that I meet each of these standards. I understand that if I am unable to meet these standards I will be removed from the program.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards listed above and I believe to the best of my knowledge that I can meet each of these standards with accommodations.\* I will contact the Student Access & Accommodations Coordinator to determine what accommodations may be reasonable and appropriate.\*\* I understand that if I am unable to meet these standards with or without accommodations, I will be removed from the program.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\*If a student states he/she can meet the technical standards with accommodation, the Department of Kinesiology and Athletic Training Program administration in consultation with the Student Access & Accommodations Coordinator will determine whether it agrees that the student can meet the technical standards with accommodations; this includes a review of whether the accommodations requested are reasonable and appropriate, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

\*\*Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Student Access & Accommodations Coordinator. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable federal and state laws. Documentation presented to Student Access & Accommodations Coordinator shall be reviewed, by appropriate University professional(s), to verify the existence of a disability. Further documentation may be required from the student to substantiate the claim of a disability or to assist the University in determining appropriate accommodations.

## Appendix B

### Communicable Disease Policy





The purpose of this policy is to teach the Athletic Training Student how to prevent the spread of communicable diseases and guidelines to follow to reduce the risk for contraction or spreading communicable diseases.

A communicable disease is defined as a disease that may be transmitted directly or indirectly from one individual to another. Diseases, including, though not limited to, streptococcal sore throat and influenza can be spread by discharges from the nose or throat, either by droplet through the air or by contact with objects contaminated by these discharges. Thus, they can be spread via casual contact such as those that occur in a school setting or healthcare environment.

It is not possible to prevent exposure from all communicable diseases. The Athletic Training Student may be exposed to a variety of different microorganisms that are capable of passing from one individual to another. However, with the proper precautions, the spread of communicable diseases in the Athletic Training setting may be controlled.

The following guidelines should be followed by the Athletic Training Student to prevent the spread of communicable disease:

1. Practice universal precautions at all times. All bodily fluids should be treated as if they are potentially infected with some sort of communicable disease. Gloves should be worn when contact is made with any bodily fluids, open wounds, or mucous membranes. Masks and eye protection should also be used if the situation warrants their use.
2. Frequent hand washing, especially after restroom use, patient care, and sneezing/coughing, can help prevent self-infections, and should be practiced regularly by Athletic Training Students.
3. Bandages, towels, syringes, or other materials that come into contact with bodily fluids should be properly disposed of in the appropriate biohazard or sharps container.
4. The Athletic Training Student should make a sincere effort to keep the Athletic Training Facility as clean as possible. Appropriate cleaning supplies should be used to disinfect all counters, tables, chairs, desks, whirlpools, floors, and any other surface in the Athletic Training Facility that may be home to microorganisms.
5. The Athletic Training Student should practice good personal hygiene.
6. Avoid excessive touching of one's mouth and nose.

There are times when an Athletic Training Student may be at an increased risk for contracting or spreading a communicable disease. During these times, the Athletic Training Student should speak with his or her Preceptor to determine the best course of action.

The following situations and/or conditions may place an Athletic Training Student at an increased risk for contraction or spreading communicable disease:

1. Any skin lesions may provide an entry point for a microorganism to enter the body. Skin lesions may also be able to pass microorganisms to another individual by direct or indirect contact. In the Athletic Training setting, all skin lesions should be properly covered to avoid contact with other individuals.
2. If an Athletic Training Student is suffering from an illness, he or she will be considered contagious, and able to pass microorganisms to others. It may be assumed that an Athletic Training Student is suffering from some form of illness if he or she has a fever, is vomiting, or has diarrhea.
3. A diagnosis of any highly contagious disease (strep throat, mononucleosis, conjunctivitis, COVID) would put an Athletic Training Student at risk for spreading or contracting microorganisms.
4. If an athletic training student has been diagnosed with a chronic blood borne pathogen (HIV, HBV...) he or she may participate in the athletic training setting. However, the student must practice universal precautions at all times.
5. Any other chronic medical condition that may result in an Athletic Training Student contracting or spreading a microorganism should be evaluated by physician.

If an Athletic Training Student feels that he or she may be at risk for contracting or spreading a microorganism, or if the Athletic Training Student's Preceptor feels that the Athletic Training Student may be at risk for contracting or spreading a microorganism, a physician referral will be necessary. Once a physician referral has been made, the physician will ultimately determine the ability of the Athletic Training Student to continue in the clinical setting.

Athletic Training Students who are diagnosed by a medical professional with a communicable disease should immediately notify the Program Director, Clinical Education Coordinator, and their direct Preceptor. The student shall not report to their clinical assignment until cleared by the Medical Director for the TCU Athletic Training Program or a designated physician. The Athletic Training Student must provide written documentation (i.e. clearance) from that medical professional to the Program Director and Clinical Education Coordinator.

Athletic Training Students will be required to acknowledge this policy through their signature on the TCU Athletic Training Program Policies and Procedures Annual Agreement. The Athletic Training Student's acknowledgement indicates that they have read, understand, and will comply by the expectations outlined in the TCU Athletic Training Program Communicable Disease Policy.

\*A copy of this policy is located in the Athletic Training Classroom (036 Rickel) and the TCU Athletic Training Program Handbook that can be downloaded at <https://harriscollege.tcu.edu/athletic-training/>

## Appendix C

### NATA Foundational Behaviors of Professional Practice

# Foundational Behaviors of Professional Practice

## ***Primacy of the Patient***

- Recognize sources of conflict of interest that can impact the client's/patient's health.
- Know and apply the commonly accepted standards for patient confidentiality.
- Provide the best healthcare available for the client/patient.
- Advocate for the needs of the client/patient.

## ***Team Approach to Practice***

- Recognize the unique skills and abilities of other healthcare professionals.
- Understand the scope of practice of other healthcare professionals.
- Execute duties within the identified scope of practice for athletic trainers.
- Include the patient (and family, where appropriate) in the decision-making process.
- Work with others in effecting positive patient outcomes.

## ***Legal Practice***

- Practice athletic training in a legally competent manner.
- Identify and conform to the laws that govern athletic training.
- Understand the consequences of violating the laws that govern athletic training.

## ***Ethical Practice***

- Comply with the NATA's Code of Ethics and the BOC's Standards of Professional Practice.
- Understand the consequences of violating the NATA's Code of Ethics and BOC's Standards of Professional Practice
- Comply with other codes of ethics, as applicable.
- Advancing Knowledge
- Critically examine the body of knowledge in athletic training and related fields.
- Use evidence-based practice as a foundation for the delivery of care.
- Appreciate the connection between continuing education and the improvement of athletic training practice.
- Promote the value of research and scholarship in athletic training.
- Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.

## ***Cultural Competence***

- Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
- Work respectfully and effectively with diverse populations and in a diverse work environment.

## ***Professionalism***

- Advocate for the profession.
- Demonstrate honesty and integrity.
- Exhibit compassion and empathy.
- Demonstrate effective interpersonal communication skills.

## Appendix D

### CAATE Curricular Content Standards

# 2020 CAATE Professional Standards

## SECTION IV: CURRICULAR CONTENT

### Prerequisite Coursework and Foundational Knowledge

**Standard 54** The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

**Standard 55** Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

*The professional program content will prepare the graduate to do the following:*

### *Core Competencies*

#### Core Competencies: Patient-Centered Care

**Standard 56** Advocate for the health needs of clients, patients, communities, and populations.

**Standard 57** Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.

**Standard 58** Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

**Standard 59** Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

**Standard 60** Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

#### Core Competencies: Interprofessional Practice and Interprofessional Education

**Standard 61** Practice in collaboration with other health care and wellness professionals.

#### Core Competencies: Evidence-Based Practice

**Standard 62** Provide athletic training services in a manner that uses evidence to inform practice.

#### Core Competencies: Quality Improvement

**Standard 63** Use systems of quality assurance and quality improvement to enhance client/patient care.

#### Core Competencies: Health Care Informatics

**Standard 64** Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

### **Core Competencies: Professionalism**

**Standard 65** Practice in a manner that is congruent with the ethical standards of the profession.

**Standard 66** Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medication

**Standard 67** Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

**Standard 68** Advocate for the profession.

### ***Patient/Client Care***

#### **Care Plan**

**Standard 69** Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

#### **Examination, Diagnosis, and Intervention**

**Standard 70** Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

**Standard 71** Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)

- Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:
  - Cardiovascular system (including auscultation)
  - Endocrine system
  - Eyes, ears, nose, throat, mouth, and teeth
  - Gastrointestinal system
  - Genitourinary system
  - Integumentary system
  - Mental status
  - Musculoskeletal system
  - Neurological system
  - Pain level
  - Reproductive system
  - Respiratory system (including auscultation)
  - Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

**Standard 72** Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

**Standard 73** Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

**Standard 74** Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

**Standard 75** Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

**Standard 76** Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated



**Standard 77** Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate (*These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders*).

**Standard 78** Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- Durable medical equipment
- Orthotic devices
- Taping, splinting, protective padding, and casting

### **Prevention, Health Promotion, and Wellness**

**Standard 79** Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

**Standard 80** Develop, implement, and assess the effectiveness of programs to reduce injury risk.

**Standard 81** Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

**Standard 82** Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

**Standard 83** Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

**Standard 84** Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

**Standard 85** Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

**Standard 86** Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

**Standard 87** Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

### **Health Care Administration**

**Standard 88** Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multiplayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

**Standard 89** Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

**Standard 90** Establish a working relationship with a directing or collaborating physician. *(This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, "The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations).*

**Standard 91** Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

**Standard 92** Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

**Standard 93** Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

**Standard 94** Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

**Standard DEI 2** Practice cultural competency, foster cultural humility, and demonstrate respect in client/patient care. This includes (but is not limited to) the following:

- Using contemporary nomenclature of various identities.
- Analyzing the impact of group identification, including the intersectionality of multiple identities, on health disparities, patient care, and patient outcomes.
- Analyzing the impact of marginalization on health disparities, patient care, and patient outcomes.
- Developing strategies that minimize the impact of clinician-based bias, prejudice, and privilege on patient interactions.
- Devising patient-centered interventions to diverse populations that account for the healthcare delivery system



## Appendix E

### Master of Science in Athletic Training Degree Plan

## Master of Science in Athletic Training Program Degree Plan

<b>Summer 1</b>	
KINE 55023 Therapeutic Interventions (3 cr) KINE 55033 Introduction to Musculoskeletal Evaluation (3 cr) KINE 55013 Clinical Skills and Emergency Management (3 cr) KINE 55001 AT Clinical I (1 cr)	
Total Credit Hours (10)	
<b>Fall 1</b>	<b>Spring 1</b>
KINE 50104 The Lower Extremity (4 cr) 8W1 KINE 50214 The Upper Extremity (4 cr) 8W2 KINE 50113 Organization and Administration in Athletic Training (3 cr) KINE 50201 Athletic Training Clinical II (1 cr)	KINE 50124 Head, Neck, and Spine (4 cr) 8W1 KINE 50224 General Medical Conditions and Applied Pharmacology (4 cr) KINE 55042 Research in Athletic Training (2 cr) 8W2 KINE 50301 Athletic Training Clinical III (1 cr)
Total Credit Hours (12)	Total Credit Hours (11)
<b>Summer 2</b>	
KINE 60303 Athletic Training Field Experience (3 cr)	
Total Credits Hours (3)	
<b>Fall 2</b>	<b>Spring 2</b>
KINE 60313 Current Trends and Issues in Athletic Training (3 cr) 8W1 KINE 60323 Behavioral Health Concerns for the Athletic Trainer (3 cr) 8W1 KINE 60403 Athletic Training Clinical IV (3 cr)	KINE 60413 Seminar in Athletic Training (3 cr) KINE 60453 Advanced Clinical Skills and Techniques (3 cr) 8W1 KINE 60533 Athletic Training Clinical V (3 cr)
Total Credit Hours (9)	Total Credit Hours (9)

## Master of Science in Athletic Training Program Degree Plan (3+2 Option)

Year 1 Fall	Year 1 Spring
CHEM 10113 Chemistry I (3 cr) KINE 10101 Introduction to Kinesiology (1 cr) KINE 10603 Anatomical Kinesiology (3 cr) ENGL 10803 Intro Comp (WCO) (3 cr) Humanities-Religion (HUM, RT) (3 cr) Social Science- Global Awareness (SSC, GA) (3 cr)	CHEM 10123/10122 Chemistry II w/ Lab (5 cr) Social Science- Citiz. Soc. Val. (SSC, CSV) (3 cr) Fine Arts (FAR) (3 cr) Humanities-Literature (HUM, LT) (3 cr) PSYC 10213 General Psychology (CA) (3 cr)
Total Credit Hours (16)	Total Credit Hours (17)
Year 1 Summer	
BIOL 10003 (NSC) (3 cr) MATH 10054 Precalculus w/ Trigonometry (4 cr)	
Total Credit Hours (7)	
Year 2 Fall	Year 2 Spring
BIOL 20204 Anat & Phys I (NSC) (4 cr) COMM 10123 Basic Speech (OCO) (3 cr) NTDT 20403 (3 cr) HLTH 20203 Health and Wellness Concepts (3 cr) Elective (3 cr) NTDT 30331 Medical Terminology (1 cr)	BIOL 20214 Anat & Phys II (4 cr) ENGL 20803 Intermediate Comp (WCO) (3 cr) MATH 10043 Elementary Statistics (MTH) (3 cr) KINE 20313 Foundations of Sport Injuries (3 cr) Upper Division Elective (3 cr)
Total Credit Hours (17)	Total Credit Hours (17)
Year 2 Summer	
Humanities (HUM) (3 cr) HIST 10603 or 10613 (SSC, HT) (3 cr)	
Total Credit Hours (6)	
Year 3 Fall	Year 3 Spring
PHYS 10154 (NSC) (4 cr) HLTH 30233 Sport & Exerc. Neuro. (WEM) (3 cr) KINE 30523 Exerc. Test & Prescripti (WEM) (3 cr) KINE 30623 Biomechanics (3 cr) KINE 30833 Phys. Activity & Disability (3 cr)	KINE 30403 Motor Behavior (3 cr) KINE 30713 Psychology of Sport (3 cr) KINE 30423 Motor Development (3 cr) KINE 30843 Neuromuscular Pathophys. (3 cr) KINE 30634 Exercise Physiology (NSC) (4 cr)
Total Credit Hours (16)	Total Credit Hours (16)
Year 3 Summer**	
Start of Athletic Training Curriculum (Summer 1)	
KINE 55013 Clinical Skills and Emergency Management (3 cr) KINE 55023 Therapeutic Interventions (3 cr) KINE 55033 Introduction to Musculoskeletal Evaluation (3 cr) KINE 55001 AT Clinical I (1 cr)	
Total Credit Hours (10)	

<b>Year 4 Fall (Fall 1)</b>	<b>Year 4 Spring** (Spring 1)</b>
KINE 50104 The Lower Extremity (4 cr) KINE 50113 Organization and Administration in Athletic Training (3 cr) KINE 50124 Head, Neck, and Spine (4 cr) KINE 50201 Athletic Training Clinical II (1 cr)  Total Credit Hours (12)	KINE 50214 The Upper Extremity (4 cr) KINE 50224 General Medical Conditions and Applied Pharmacology (4 cr) KINE 55042 Research in Athletic Training (2 cr) KINE 50301 Athletic Training Clinical III (1 cr)  Total Credit Hours (11)
<b>Year 4 Summer (Summer 2)</b>	
KINE 60303 Athletic Training Field Experience (3 cr)  Total Credits Hours (3)	
<b>Year 5 Fall (Fall 2)</b>	<b>Year 5 Spring*** (Spring 2)</b>
KINE 60313 Current Trends and Issues in Athletic Training (3 cr) KINE 60323 Behavioral Health Concerns for the Athletic Trainer (3 cr) KINE 60403 Athletic Training Clinical IV (3 cr)  Total Credit Hours (9)	KINE 60413 Seminar in Athletic Training (3 cr) KINE 60453 Advanced Clinical Skills and Techniques (3 cr) KINE 60533 Athletic Training Clinical V (3 cr)  Total Credit Hours (9)

\*\*Bachelor of Science in Kinesiology conferred

\*\*\*Master of Science in Athletic Training conferred

Note: Students should declare Movement Science and notify their advisor that they want to pursue the 3+2 MSAT during their first year at TCU. This ensures that the student stays on track to complete both the Bachelor of Science in Kinesiology and Master of Science in Athletic Training.

42 hours of upper division (30000+) must be taken at TCU for undergraduate degree. Students pursuing the 3+2 option should have at least 110 credit hours by the end of their 3<sup>rd</sup> year at TCU.

## Athletic Training Course Descriptions

**KINE 55013 Clinical Skills and Emergency Management (3 cr):** Evaluation and management of acute and emergency conditions.

**KINE 55023 Therapeutic Interventions (3 cr):** Foundational knowledge and skills of therapeutic interventions in the treatment and rehabilitation of musculoskeletal injuries.

**KINE 55033 Introduction to Musculoskeletal Evaluation (3 cr):** Foundational knowledge and skills of the musculoskeletal evaluation process.

**KINE 55042 Research in Athletic Training (2 cr):** Methods and procedures utilized in research and the evidence-based approach to making clinical decisions in athletic training.

**KINE 55001 Athletic Training Clinical I (1 cr):** Introduction to the Athletic Training Profession and implementation of knowledge and skills in an initial immersive practice setting.

**KINE 50104 The Lower Extremity (4 cr):** Develop an evidence-based approach to the clinical evaluation and therapeutic intervention of lower extremity pathologies.

**KINE 50113 Organization and Administration in Athletic Training (3 cr):** Knowledge and skills necessary to administer and manage an athletic training program including record-keeping, budget, insurance, facility principles, legal issues, and professional ethics.

**KINE 50124 Head, Neck, and Spine (4 cr):** Develop an evidence-based approach to the clinical evaluation and therapeutic intervention of head, neck and spine pathologies.

**KINE 50201 Athletic Training Clinical II (1 cr):** Integration of athletic training knowledge and skills with classroom instruction and supervised clinical experience.

**KINE 50214 The Upper Extremity (4 cr):** Develop an evidence-based approach to the clinical evaluation and therapeutic intervention of upper extremity pathologies.

**KINE 50224 General Medical Conditions and Applied Pharmacology (4 cr):** Evaluation and treatment of general medical conditions seen by the practicing athletic trainer and pharmaceuticals used in the treatment of these conditions.

**KINE 50301 Athletic Training Clinical III (1 cr):** Integration of athletic training knowledge and skills with classroom instruction and supervised clinical experience.

**KINE 60303 Athletic Training Field Experience (3 cr):** Field experience opportunity that allows student to gain immersive experiences in various Athletic Training settings. Field experiences require approval by the Athletic Training Program Director.

**KINE 60313 Current Trends and Issues in Athletic Training (3 cr):** Current trends and issues contributing to the professional preparation of athletic training professionals.

**KINE 60323 Behavioral Health Concerns for the Athletic Trainer (3 cr):** Recognition and management of the socio-cultural, mental, emotional, and physical behaviors of patients in traditional and emerging athletic training practice settings.

**KINE 60403 Athletic Training Clinical IV (3 cr):** Integration of athletic training knowledge and skills with classroom instruction and supervised integrative and immersive clinical experiences.

**KINE 60413 Seminar in Athletic Training (3 cr):** Current topics in the Athletic Training Profession and preparation for BOC examination.

**KINE 60453 Advanced Clinical Skills and Techniques in Athletic Training (3 cr):** Advanced clinical skills and techniques in the prevention, evaluation and treatment of musculoskeletal conditions.

**KINE 60533 Athletic Training Clinical V (3 cr):** Integration of athletic training knowledge and skills with classroom instruction and supervised integrative and immersive clinical experiences.

## Appendix F

### Informed Consent and Assumption of Risk TCU Risk Management





TEXAS CHRISTIAN UNIVERSITY  
INFORMED CONSENT, ASSUMPTION OF RISK, RELEASE  
FROM LIABILITY, AND INDEMNITY AGREEMENT

Program: \_\_\_\_\_ Course Number (if applicable): \_\_\_\_\_

Instructor/Sponsor: \_\_\_\_\_ Semester/Dates of Participation: \_\_\_\_\_

Destination or Location of Program: \_\_\_\_\_

Please read, sign, and return this form to: \_\_\_\_\_. Note that program participation will not be permitted until the signed form is received and acknowledged by the office/individual indicated above.

Printed Name of Student/Program Participant: \_\_\_\_\_ Student ID: \_\_\_\_\_

**In consideration of my participation in this Program, I agree as follows:**

**ASSUMPTION OF RISKS:** Despite precautions, accidents and injuries can occur. I understand and appreciate that certain dangers, hazards and risks of harm are or may be inherent in participating in the Program, including those associated with travel and transportation to and from the Program and in any independent research or activities I undertake as an adjunct to the Program, due to acts of third parties, natural disaster, and other occurrences. I acknowledge and understand that TCU and its agents and employees cannot control all of these risks. I have reviewed the activities and events associated with the Program, including the specific risks described below. I acknowledge that the nature of the Program and related transportation may expose me to hazards and risks that may result in my personal or bodily injury, illness or death, and/or loss or damage of property, and I accept all risk to my health and property that may result from my participation in the Program. I understand that it is my responsibility to know and provide what I will need for participation in the Program. I agree not to wear, use or do anything that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Program.

**HEALTH INSURANCE:** I ACKNOWLEDGE THAT IT IS IMPORTANT THAT I VERIFY THAT I HAVE HEALTH INSURANCE COVERAGE WHICH EXTENDS TO ME WHILE PARTICIPATING IN THE PROGRAM, AND THAT I SECURE SUCH COVERAGE IF I DO NOT ALREADY HAVE IT. I understand that TCU does not provide such coverage and that no insurance coverage may exist through TCU to cover any injuries or damages which I may sustain or claims which may arise as a result of my participation in the Course/Activity.

**SPECIFIC RISKS OF TRAVEL OR PROGRAM:** I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous and that I may be injured and/or lose or damage personal property as a result of participation in the Program. Specific risks related to the Program include but are not limited to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**INSTITUTIONAL ARRANGEMENTS:** I hereby acknowledge that TCU is not representing, sponsoring, endorsing or acting as an agent for any transportation carriers, hotels or other suppliers of goods or services that may be used in connection with the Program. I understand that TCU may procure these services only as a convenience to participants, but TCU is not providing or selling the goods

or services. I assume all the risks of using such suppliers and acknowledge that TCU assumes no liability, in whole or in part, for damages, injuries, losses, or additional expenses arising from the action or inaction of any such supplier or the condition or quality of the goods or services supplied, or incurred by me due to delay or changes in arrangements for the Program. I further understand that TCU is not responsible for matters beyond its control. I acknowledge that TCU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic Program as deemed necessary by TCU.

**INDEPENDENT ACTIVITY:** I understand that TCU is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from Program activities. In addition, I understand that any travel that I do independently on my own before, during or after the TCU sponsored Program is entirely at my own expense and risk.

**HEALTH AND SAFETY:** I acknowledge there may be physically strenuous activities associated with the Program. I have reviewed the activities associated with the Program, and I have been advised to consult with a medical doctor with regard to my personal medical needs. There are no health-related reasons or problems that preclude or restrict my participation in this Program, and by my signature below I certify I am physically able to participate. I agree to stop and seek assistance if I do not believe I can safely continue any activity during the Program. I represent that I have advised TCU of any physical or mental disabilities and/or needs which may affect my ability to participate fully in the Program and have requested and received reasonable accommodation, if needed. I recognize that TCU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility for same. I agree to pay all expenses relating thereto.

**TCU RULES, REGULATIONS AND POLICIES:** I agree to abide by the guidelines set forth in TCU's Code of Student Conduct and to obey and comply at all times with all of the rules, regulations, and policies of TCU while participating in the Program, including those which may be employed to minimize the risk of injury, as well as all federal, state and local laws.

**RELEASE FROM LIABILITY:** In consideration of my participation in the Program and TCU transporting me (if applicable), I hereby release TCU and its Board of Trustees, officers, employees, agents and representatives from any and all liability to me or my personal representatives, heirs, estate, and assigns for claims, demands, expenses or causes of action I have or may have in the future for any loss or damage to property, injury, accident or expense arising out of, resulting from, caused by, occurring during or in any way connected with the Program or my participation in it, REGARDLESS OF WHO MAY BE AT FAULT OR RESPONSIBLE UNDER ANY LEGAL THEORY AND EVEN IF SUCH DAMAGE, LOSS, INJURY OR DEATH ARISES FROM OR IS CAUSED BY OR ATTRIBUTABLE TO, DIRECTLY OR INDIRECTLY, THE SOLE OR CONCURRENT NEGLIGENCE OF TCU but excluding any gross negligence or willful misconduct of TCU. IT IS MY EXPRESS INTENT THAT THE ABOVE RELEASE INCLUDES THE RELEASE BY ME OF TCU FROM THE CONSEQUENCES OF TCU'S OWN NEGLIGENCE. THE ONLY CIRCUMSTANCE UNDER WHICH MY RELEASE OF TCU DOES NOT APPLY IS WITH RESPECT TO ANY OCCURRENCE RESULTING FROM THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF TCU.

**CONTROLLING LAW AND JURISDICTION:** The terms of this Informed Consent, Assumption of the Risk, Release from Liability, and Indemnity Agreement are to be governed by and construed under the laws of the State of Texas, and venue with respect to any dispute arising between TCU and any other party that involves this Release and Indemnity Agreement or my participation in the Course/Activity shall be exclusively in Tarrant County, Texas.

**SEVERABILITY:** Each provision of this Informed Consent, Assumption of the Risk, Release from Liability, and Indemnity Agreement is severable and if one portion is invalid or illegal, such invalid or illegal portion shall not apply but the remaining portions shall nevertheless remain in full force and effect. I understand that the terms of the Release and Indemnity Agreement are contractual and not mere recitals and are binding upon me, my heirs, personal representatives and assigns.

**SIGNATURE:** I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent, Assumption of the Risk, Release from Liability, and Indemnity Agreement and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

**IMPORTANT – READ ENTIRE AGREEMENT BEFORE SIGNING.**

\_\_\_\_\_ (signature, program participant)

\_\_\_\_\_ (date)

**IF PROGRAM PARTICIPANT IS A MINOR - PARENT APPROVAL:** As parent or legal guardian of the above-mentioned Program Participant, I agree to and approve the terms of this Release and Indemnity Agreement on behalf of myself (including releasing any claims I may have against TCU related to the Program) and on behalf of the Program Participant. I consent to the Program Participant's participation in the Program and warrant that I have full authority to do so on behalf of myself, the Program Participant, and the Program Participant's heirs, personal representatives, and assigns. I understand and assume the risks of the Program Participant's participation in the Course/Activity.

I FURTHER AGREE TO DEFEND TCU AGAINST ALL CLAIMS, LAWSUITS, INVESTIGATIONS AND DEMANDS AND TO INDEMNIFY AND HOLD HARMLESS TCU any and all losses, liabilities, settlements, judgments, damages and costs (including court costs, attorneys fees and costs of investigation), for any damage to or loss of any property or any personal or bodily injury, illness or death of any person or any one or more of the foregoing, arising out of Program Participant's participation in the Program, REGARDLESS OF WHO MAY BE AT FAULT OR RESPONSIBLE UNDER ANY LEGAL THEORY AND EVEN IF SUCH DAMAGE, LOSS, INJURY OR DEATH ARISES FROM OR IS CAUSED BY OR ATTRIBUTABLE TO, DIRECTLY OR INDIRECTLY, THE SOLE OR CONCURRENT NEGLIGENCE OF TCU but excluding any gross negligence or willful misconduct of TCU. IT IS MY EXPRESS INTENT THAT THE ABOVE INDEMNITY INCLUDES INDEMNIFICATION BY ME OF TCU FROM THE CONSEQUENCES OF TCU'S OWN NEGLIGENCE. THE ONLY CIRCUMSTANCE UNDER WHICH MY OBLIGATION TO INDEMNIFY TCU DOES NOT APPLY IS WITH RESPECT TO AN OCCURRENCE RESULTING FROM THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF TCU.

\_\_\_\_\_  
Signature of Parent or Legal Guardian  
(If Program Participant is a minor)

\_\_\_\_\_  
Date

REVISED 11.19.20

## Appendix G

Student Driver Form  
TCU Risk Management

# **STUDENT DRIVER FORM**

(FOR TRAVELERS DRIVING PRIVATE CARS ON TEXAS CHRISTIAN UNIVERSITY BUSINESS OR FIELD TRIPS.)

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**NO** PERSON MAY DRIVE FOR A TEXAS CHRISTIAN UNIVERSITY EVENT OR FIELD TRIP IN HIS/HER PERSONAL VEHICLE IF HIS/HER DRIVING RECORD REFLECTS ANY OF THE FOLLOWING HISTORIES:

1. Driving while intoxicated.
2. More than three moving violations in the last three years.
3. Two accidents with tickets in those accidents in the last three years.
4. Any combination of moving violations or accidents with tickets totaling more than three in the last three years.

**Please read carefully before completing the information below**

Each student filling out information about his/her driving record is responsible and liable for the information given in this statement. Anyone failing to answer all questions or leaving any questions blank will not be allowed to drive. (On item 2, please put your driver's license number and state, *not* the license plate number. On items 4-6 please fill in a number. We cannot assume you mean 0 if crossed through or left blank.)

Exceptions must be reviewed by Texas Christian University's insurance carrier. Each person's record is subject to review at any time by Texas Christian University's insurance carrier.

---

The following is correct information concerning my driving record.

1. My name is \_\_\_\_\_.  
(Please print name as it appears on drivers license)
2. Driver's license number and state \_\_\_\_\_.
3. My birth date is \_\_\_\_\_.
4. I have had (#) \_\_\_\_\_ driving violations in last three years.
5. I have had (#) \_\_\_\_\_ traffic accidents in last three years.
6. I have had (#) \_\_\_\_\_ driving while intoxicated tickets or arrests.

By signing below, I hereby affirm that I have automobile liability insurance which provides at a minimum that amount of coverage required under Texas law. I hereby affirm that while driving Texas Christian University vehicles or driving my personal vehicle to a Texas Christian University event or field trip, I will comply with all Texas motor vehicle laws, and that I will require that all passengers in the vehicle wear seat belts at all times the vehicle is in motion. Further, I hereby affirm that I will not consume *any* alcoholic beverages or medication that may lead to impairment within eight (8) hours prior to driving my personal vehicle to a Texas Christian University event or field trip.

If my automobile liability coverage is provided by my parent's policy, I have their permission to utilize my vehicle for this activity.

\_\_\_\_\_  
Signature of driver

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department/Organization for which you are driving

## Appendix H

### Clinical Site Orientation Sheet



*This form is to be completed PRIOR to beginning your clinical experience. Orientations must occur at the start of the experience and before a client/patient encounter at the site. Please submit to the CEC within one week of starting each new clinical assignment.*

Athletic Training Student	
Preceptor	
Clinical Site	
Date of Orientation	

*ATS completed an orientation on the following (student should place initials next to each item and include any additional information as indicated):*

ATS Initials	
	<b>Critical incident response procedures</b> Location of EAP (must be written and readily available on site):
	<b>Blood-borne pathogen exposure plan</b> Location of BBP exposure plan: PPE available and location:
	<b>Communicable and infectious disease policies</b> Location of sanitation Precautions (sinks, hand hygiene, disinfection protocol):
	Documentation policies and procedures
	Patient privacy and confidentiality protections
	Plan for clients/patients to be able to differentiate practitioners from students

**Clinical Site/Preceptor Specific Expectations:**

Clinical Expectations of Site/Preceptor	
Communication Methods (email, text, phone, etc)	
Preferred method of receiving feedback from Preceptor	

Scheduling (should include discussion of minimum day-off in every seven-day period)	
Dress Code	
Student strengths	
Areas of improvement (knowledge and skills student should focus on)	
Other (site specific policies)	

**Place your initials next to each statement below to verify the following:**

- \_\_\_\_\_ I know the location of the EAP(s) and have immediate access in an emergency situation.
- \_\_\_\_\_ I fully understand and have practiced the EAP for this clinical site.
- \_\_\_\_\_ I have read and understand the BBP Policies and Procedures and Exposure Plan for this clinical site and will follow the clinical site's procedures in case of exposure. In the event of an exposure incident, I will immediately contact my supervising Preceptor, AT Program Medical Director and the CEC in order to ensure that TCU guidelines are followed.
- \_\_\_\_\_ I will not perform any skills on patients until I have received formal instruction from my preceptor or faculty.
- \_\_\_\_\_ I have reviewed all clinical site-specific policies and procedures with my Preceptor (sanitation precautions, documentation, inventory, concussion protocol, equipment check-off, etc.).
- \_\_\_\_\_ I understand that I must be directly supervised by a preceptor during the delivery of athletic training services and that my preceptor must be physically present and have the ability to intervene on my behalf and the patient. If I feel I am not being properly supervised, I will remove myself from the clinical site and immediately report the incident to the CEC.
- \_\_\_\_\_ I understand that I must document my patient encounters PRIOR to leaving my clinical experience each day.
- \_\_\_\_\_ I have completed this form with my Preceptor prior to beginning my clinical experience.

---

**Athletic Training Student Signature**

**Date**

---

**Preceptor Signature**

**Date**



# Appendix I

## Clinical Absence Request Form

## Clinical Absence Request Form

*To request an absence from clinical education, please complete this form and submit to your preceptor (copy Clinical Education Coordinator) via email a minimum of two weeks in advance. In cases of emergency or unexpected absence, the ATS must attempt to contact the preceptor as soon as possible. \*Submission of this completed form does not guarantee approved time off.*

Student Name:	
Clinical Site/Preceptor:	
Date(s) Requesting Off:	
Time(s) Requesting Off:	
Reason for Absence	

*For Preceptor/Faculty use only:*

Decision (circle)	Approved	Denied
-------------------	----------	--------

Preceptor's Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

Program Director/Clinical Education Coordinator's Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

## Appendix J

### Athletic Training Student Professional Development Policy

## TCU Athletic Training Student Professional Development Policy

*As part of the TCU Athletic Training Program Retention Policy, TCU Athletic Training Students are expected to complete 30 hours of professional development activities to remain in good standing with the program.*

Professional development activities promote the development of student competence, knowledge, skills, and abilities within the practice of athletic training. Students can count a variety of experiences towards their 30-hour professional development requirement. The categories of professional development activities and the associated minimum and maximum hours that can be applied to that category are described in further detail below.

**CATEGORY A – PROFESSIONAL MEETINGS/LEARNING EVENTS:** Students may count hours attending various athletic training-specific conferences or seminars.

Examples of activities that would count towards this category include:

- **Attending an athletic training symposium**
  - **Specific examples:** the annual SWATA symposium, the annual NATA convention, or the SWATA Student Development Workshop
  - **Note:** Students can only claim the hours they were present at the symposium/conference.
  
- **Attending athletic training or interprofessional continuing education sessions/seminars**
  - **Specific examples:** attending a continuing education session on concussion management for athletic trainers or a continuing education session on ethical issues designed for athletic trainers and other healthcare providers
  - **Note:** Students will need to confirm with the event organizer that students are allowed to attend the training as non-CEU-earning attendees if not specifically noted in the event advertisement. Students may not include time spent attending a lecture that was required for class credit (required IPE activities/guest speaker's sessions during class time). Additionally, the seminar or guest lecture must be on a topic related to healthcare.

**CATEGORY B - VOLUNTEERISM:** Students may count hours spent in service to the MSAT program and/or volunteering as an athletic training student at events.

Examples of activities that would count towards this category include:

- **Volunteering at athletic events**
  - **Specific examples:** Volunteering at on or off-campus tournaments, matches, meets, or during the Fort Worth Rodeo.

- **Note:** An active preceptor must supervise students during these activities and cannot count hours from their current clinical site towards this requirement.
- **Representing the MSAT program at a community or non-required program event**
  - **Specific examples:** volunteering at a local community run/marathon with AT program faculty, attending an MSAT recruitment activity with AT program to talk with potential incoming athletic training students (high school tours, etc.)
  - **Note:** When attending an event as an athletic training student where healthcare services will be performed, a supervising preceptor must be present.

**Documentation:** Athletic training students must document their professional development activities in ATrack. Specific categories in ATrack (A or B) are available for students to log activities under each representative category. The student must ensure they are planning/spacing their activities appropriately to meet their 30-hour minimum in the TCU MSAT program. Generally, students should plan to complete 15 of the 30-hour requirement during their first year in the program to ensure they space their time appropriately to complete the 30-hour requirement. The TCU MSAT faculty will check hours logged after the completion of year one and provide students an overview of the hours logged to date/a reminder of the number of hours still needed to complete before the last day of each semester. Hours will be reviewed again before the spring semester of year two starts. Any students who have not met the minimum hour requirements for each category by the spring of year two must develop a plan with program faculty to ensure they complete the minimum required hours for each category before graduating.

## Appendix K

### Policies and Procedures Annual Agreement



By signing below, I \_\_\_\_\_, hereby acknowledge that I have read the Athletic Training Program Handbook for the Master of Science in Athletic Training Program at Texas Christian University. I acknowledge that I have access to the TCU Athletic Training Program Handbook on the Athletic Training Program website and on ATrack. I further acknowledge that I have read the principles listed in the Code of Ethics as well as the policies and procedures set forth in the TCU Athletic Training Program Handbook and that I fully understand, agree with, consent to, and will abide by the terms outlined. I understand that failure to fully comply with the TCU Athletic Training Program Handbook, including all policies and procedures contained in the handbook, may result in disciplinary action and/or dismissal from the Master of Science in Athletic Training Program.

***Initial each line indicating that you have received annual training in the following and agree to abide by each policy and requirement.***

- \_\_\_\_\_ Bloodborne Pathogens and TCU Bloodborne Pathogen Exposure Policy
- \_\_\_\_\_ Communicable Disease Policy
- \_\_\_\_\_ TCU AT Program Handbook Training
- \_\_\_\_\_ HIPAA/FERPA Training

***Training Date:***

- \_\_\_\_\_ Emergency Cardiac Care (eCard must be uploaded to Castle Branch)

***Training Date:***

***Initial each line indicating that you understand that the following must be maintained to remain in good standing with the Athletic Training Program.***

- \_\_\_\_\_ Immunization Records/Requirements (Castle Branch)
- \_\_\_\_\_ TCU Assumption of Risk (Castle Branch: must be updated each semester)
- \_\_\_\_\_ TCU Student Driver Form (Castle Branch: must be updated each semester)

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

\_\_\_\_\_  
**Date**

**I PROVIDE THOUGHTFUL, COMPASSIONATE  
HEALTH CARE, ALWAYS RESPECTING THE  
RIGHTS, WELFARE & DIGNITY OF OTHERS.**

**I AM AN  
ATHLETIC  
TRAINER**

**AS THE ADVOCATE FOR MY PATIENT'S BEST  
MEDICAL INTEREST, I MAKE COMPETENT DECISIONS  
BASED ON EVIDENCE-BASED PRACTICE.**

**I ACT WITH  
INTEGRITY.**

**I FULLY UNDERSTAND  
AND UPHOLD THE NATA  
CODE OF ETHICS, PROVIDING  
THE BEST  
POSSIBLE  
PATIENT CARE  
AT ALL TIMES.**

**I COMPLY WITH THE  
LAWS AND REGULATIONS  
GOVERNING THE PRACTICE OF  
ATHLETIC TRAINING,  
AND I PLEDGE TO MAINTAIN  
AND PROMOTE THE  
HIGHEST QUALITY  
OF HEALTH CARE.**

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