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Introduction

Purpose & Audience

This handbook outlines the requirements for students in the professional Athletic Training Education Program (ATEP) at The Ohio State University. It is a companion volume to the School of Health and Rehabilitation Sciences’ Student Handbook and the University’s Code of Student Conduct. It is intended for Ohio State University undergraduate students pursuing a Bachelor of Science in Athletic Training degree. This handbook is revised annually and the most recent edition replaces all previous editions. The ATEP reserves the right to implement revised or newly created policies at any time it determines them to be necessary.

Guiding Principles

Mission

Our mission is to provide exceptional education; to deliver outstanding patient care; to define the practice of Athletic Training through research and scholarship; and to improve the world around us through leadership and service.

Vision

Our vision is to work as a team shaping the future of Athletic Training through teaching, mentoring, discovering, creating, caring, serving and leading.

Values

Our values serve as a compass for our actions and describe how we conduct ourselves.

- **EXCELLENCE** – we are not satisfied with mere competence but instead strive to reach our maximum potential.
- **INTEGRITY** – we do things the right way, even when it isn’t the easy way
- **ACCOUNTABILITY** – we accept responsibility for our decisions and actions and are answerable for them
- **LEADERSHIP** – we work to create, share and realize a vision for the future
- **INNOVATION** – we are not limited by conventional wisdom but look to create a better way
- **TRADITION** – we honor our proud heritage and carry-on the legacy of those who went before us
- **SERVICE** – we “pay it forward”, giving our time, effort and expertise to improve the world around us
- **COMMUNITY** – we value and respect all people, seeing our differences as strengths we can leverage to make us better and help us achieve our common goals

ATEP Goals

1. To graduate students who demonstrate critical thinking, professional decision making, and psychomotor skills necessary for safe and competent practice.
2. To graduate students able to communicate in a clear and effective manner with people from various socio-cultural backgrounds, both verbally and in writing.
3. To graduate students who integrate evidence-based practice and scholarship in making and prioritizing professional decisions.
4. To graduate students who are ready for independent practice.
5. To graduate students who will become leaders in Athletic Training and/or the medical community.
6. To graduate students who are engaged in serving the larger community
7. To graduate students who will be future innovators

Educational Program Overview

The Athletic Training Division of the School of Health and Rehabilitation Sciences (SHRS) offers an Athletic Training Education Program (ATEP) leading to a Bachelor of Science in Athletic Training degree (BSAT) and eligibility to sit for the national certification examination offered by the Board of Certification for the Athletic Trainer (BOC). The Ohio State University ATEP is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Length and Structure

The ATEP is completed by most students in a total of four years comprised of two program phases; a one-year pre-professional phase (a.k.a. pre-AT major) and a three-year professional phase (a.k.a. AT major). In some circumstances, students may require more than four years to complete the program. The pre-professional phase includes pre-requisite courses as well as a required clinical observation arranged by the program. Students must be selected through a competitive admissions process (described below) in order to enter the professional phase of the major. The professional phase includes three years of concurrent didactic (classroom) and fieldwork (clinical education) components.

The program is designed assuming full-time enrollment and there is no provision for completing the professional phase of the program in fewer than 3 years, over an extended part-time enrollment model, through distance education or fully on-line models. The program requires May Term enrollment at the beginning of the professional phase. Additionally, many students will be required to complete May Term enrollment between the Junior and Senior years (depending on their fieldwork assignment). While the program does not specifically require Summer term enrollment, all first year professional phase students (as part of their Autumn term schedule) will complete pre-term fieldwork during the month of August. Most students will complete similar autumn pre-term fieldwork in the second and third professional years as well. Many required fieldwork experiences extend through university breaks including Thanksgiving, winter and spring breaks.

Program Admission

Admission to the professional phase of the AT program is limited, separate from admission to the university, and the admission process is selective and competitive. A formal application must be submitted no later than the posted deadline via the online application process at the Office of Professional Admission website. Eligibility for admission is dependent on the completion of specific pre-requisite courses and an observation experience. Details about program admissions including pre-requisites, process, timeline and transfer applicants can be found at http://medicine.osu.edu/hrs/at/future-students/admissions.

Advising & Scheduling

Pre-professional students are advised by counselors from the SHRS Student Affairs office. Advisors are assigned to these students during initial University Orientation, upon transferring into SHRS from another unit at the university, or upon transfer admission from another university. Professional phase students are advised by a faculty member from the Athletic Training Division with additional consulting from the SHRS Student Affairs office on an “as needed” basis. Faculty advisors are assigned upon professional program admission.

Advisors provide guidance to students in planning their program of study; however students are ultimately responsible for planning and completing all required coursework and fieldwork outlined in this handbook. Students should make an appointment to meet with their advisor at least once each term. Prior to registration for
each term, students are expected to prepare or update a proposed plan of study as well as a proposed schedule that they review and refine with their advisor. Advising includes much more than course scheduling and students are encouraged to develop strong mentoring relationships with their advisor.

**Graduation Requirements**

In order to earn the Bachelor of Science in Athletic Training degree (BSAT), students must:

- complete all University General Education (GE) requirements
- complete all Athletic Training Program course requirements (see the coursework section of this handbook)
- fulfill the University requirement of a minimum of 120 semester credit hours (AT major coursework requirements typically total 129-130 hours barring special circumstances or double counting GE courses). Remedial, conditional, and repeated coursework do not count toward the 120 hour requirement.
- complete at least three semesters of full-time enrollment at the Ohio State University
- be enrolled in the Athletic Training Division at the time of graduation
- have a minimum cumulative point-hour ratio (GPA) of 2.20 for all coursework completed at Ohio State

Fulfillment of graduation requirements is tracked using the Degree Audit Reporting System (DARS) available to students through their Student Center at the University Registrar’s Buckeyelink website. Students should review their Degree Audit with their advisor on a regular basis to ensure progress toward graduation.

Students must apply for graduation through the SHRS Student Affairs Office by the posted deadline, typically before the beginning of Autumn Semester for those who will graduate at the end of the Spring Semester. The Student Affairs Office completes a graduation requirements audit for each student who has applied to graduate.

**Credentialing**

**Certification**

The entry-level credential for the practice of Athletic Training is “Certified Athletic Trainer” or “ATC®”, and is awarded by the Board of Certification for the Athletic Trainer (BOC). In order to become a holder of the ATC® credential, students must complete their program of study (receiving a baccalaureate or higher degree) and pass the BOC’s Athletic Trainer certification examination (see www.bocatc.org). Students are encouraged to begin the registration process as early as the first year in the professional phase of the program, however the national certification examination may not be taken until a student’s final semester prior to graduation. Students who are registered for the exam but who subsequently need to repeat a course or are otherwise planning to delay their graduation must contact the BOC and delay their taking of the Board exam. Students who pass the exam are not certified and are not eligible for licensure until after they graduate. Applying for the exam is solely the student’s responsibility. It is not possible for the Athletic Training Division to register a student for the exam.

**Licensure**

Presently, 49 states regulate the practice Athletic Training (not CA), with nearly all requiring the ATC® credential as part of the regulatory process. In Ohio, a license is required to practice Athletic Training. Licensure information is available from the Ohio Physical Therapy, Occupational Therapy, and Athletic Trainers’ Board.

The use of the term “student athletic trainer” is specifically defined and governed by Ohio law to mean a student enrolled in a program that leads to eligibility for certification / licensure. “Student athletic trainers” are exempt from the requirement to hold a license to practice Athletic Training in Ohio provided that their practice is part of
their educational program. Practicing Athletic Training outside of clinical fieldwork assigned by the ATEP is illegal and amounts to practicing without a license.

National Provider Identifier (NPI number)

Although not currently required for certification or licensure, Athletic Training professionals are encouraged to obtain a National Provider Identifier (aka NPI number) from the National Plan and Provider Enumeration System (nppes.cms.hhs.gov). An NPI number is required for insurance and billing/reimbursement for services linked to the national Centers for Medicare and Medicaid (CMS). Students should register to obtain their NPI number in their first year in the professional phase of the program. Upon obtaining their license to practice, graduates need to update their NPI registration status from student to professional.

Retention and Good Standing

Students shall be considered to be in "good standing" in the professional phase of the program when they are compliant with the program’s academic, safety & capability, and professionalism requirements and are not currently on warning or probation nor been dismissed from the program or university.

University Level Sanctions

The University has established university-wide student conduct guidelines in their Code of Student Conduct. The university also has established a system of academic performance sanctions that include warning, probation, and dismissal as described in Faculty rules 3335-9-25 thru -28.

School / Program Level Sanctions

In addition to the university sanctions, the SHRS has also established academic and professionalism policies and sanctions for students in the School specifically outlined in the SHRS Student Handbook. Students face sanctions for violations of academic policies, professionalism polices or a combination of both. They include:

*Academic Sanctions*

- **Academic Warning** – this status does not appear in the student’s permanent record. It is intended to make students aware that their academic performance is sub-par and that they are at risk for further sanctions if their performance does not immediately improve.
  - Warning can be triggered by a sub 2.20 semester point-hour-ratio (GPA), earning D or D+ grade in a category II course, or failing a category III course.
  - At the end of the following semester the warning is removed if performance is acceptable or the student is placed on probation if performance is not acceptable.

- **Academic Probation** – this status appears on the student’s permanent academic record and indicates that the student is in serious academic jeopardy.
  - Academic Probation can be triggered by several different problems such as multiple semesters of warning or concurrent causes of warning, a cumulative point-hour-ratio (GPA) below 2.20, a grade below C- in a category I or Ia course, a grade below D in a category II course, and failing to meet admissions conditions.
  - Academic probation continues until the student fulfills the requirements for removing probation outlined in their probation letter, graduates or the student has been disenrolled from the program or dismissed from the university. Students who leave the school while on probation will resume probation if they return to the school.
  - Students on probation for an unacceptable grade in a category Ia course are prohibited from enrolling in subsequent professional courses until the student has earned a grade of C- or
better. Because most ATEP courses are offered once annually, this typically amounts to a one-year delay in the student’s program and graduation.

- **Academic Disenrollment (dismissal from the program)** – students are disenrolled from the program following a review and vote by members or designees of the School’s Executive Committee.
  - Disenrollment can be triggered by failing to fulfill the conditions of probation, incurring additional causes for warning or probation while already on probation (regardless of the cause of original probation), or incurring multiple causes of probation simultaneously.
  - Once dismissed from the program, the student is no longer in the professional phase of the program (cannot register for professional coursework), their major reverts to undecided in the SHRS and their advising is provided through the SHRS Student Affairs Office.

**Professional Sanctions**

SHRS policies establish that any student whose professional behavior, conduct, competence, or interpersonal skills are judged unsatisfactory may be placed on professional warning, probation or recommended for professional disenrollment (dismissal from the program).

- **Professional Warning** – this status is intended to make students aware that their professional performance is sub-par and that they are at risk for further sanctions if their performance does not immediately improve
  - Warning is triggered by infractions judged by the ATEP to be minor. Some examples include but are not limited to instances of tardiness, absenteeism, dress code violations or minor professionalism violations.
  - Warning leads to the student being removed from fieldwork for 1-3 days.
  - Preceptors may immediately implement warning for violations that occur during fieldwork.

- **Professional Probation** – this status appears on the student’s permanent program record and indicates that the student is in serious professional jeopardy.
  - Professional Probation can be triggered by a repeated pattern of professional warning or by infractions judged by the ATEP to be more significant.
  - Professional probation continues until the student fulfills the requirements for removing probation outlined in their probation letter, graduates, or the student has been disenrolled from the program or dismissed from the university. Students who leave the school while on probation will resume probation if they return to the school.
  - Students incurring professional probation may be removed from fieldwork for a period of time to be determined by the ATEP and that may carry over into subsequent placements. Such removal causes a failing grade in the fieldwork course(s). Students may not drop / withdraw from a fieldwork course to avoid receiving a failing grade. Because most ATEP courses are offered once annually, this would amount to a one-year delay in the student’s program and graduation.

- **Professional Disenrollment (dismissal from the program)** – students are disenrolled from the program following a review and vote by members or designees of the School’s Executive Committee.
  - Disenrollment can be triggered by failing to fulfill the conditions of the probation letter, incurring additional causes for warning or probation while already on probation (regardless of the cause of original probation), incurring multiple causes of probation simultaneously, or by infractions judged by the ATEP to be severe.
  - Once dismissed from the program, the student is no longer in the professional phase of the program (cannot register for professional coursework), their major reverts to undecided in the SHRS and their advising is provided through the SHRS Student Affairs Office.

**Appeals**

Students may appeal specific grades, academic or professional sanctions through processes described in the **SHRS Student Handbook** and the university’s **Code of Student Conduct**.
Safety and Capability Requirements and Policies

The ATEP and SHRS are committed to the health, safety and well-being of our students and patients and have implemented requirements to help ensure these. Failure to meet or maintain any of the following disqualifies the student from continuing in the program unless and until such time as the student is able to regain compliance.

Documentation Tracking

E*Value

The ATEP uses a secure online software package called E*Value to track a variety of student information including compliance with documentation, clinical fieldwork hours tracking, and clinical fieldwork evaluations. Upon program admission, students are issued an E*Value account and login information. A variety of items necessary for fieldwork eligibility are tracked through this account and instructions for uploading these items is provided to students at their program orientation and is also available on the home screen of E*Value.

BuckMD

In order to track compliance with the immunization and physical capability requirements, professional phase students must register for a free BuckMD account through the Wilce Student Health Center and submit all immunization and physical capability documentation to the Wilce Student Health Center. Compliance will be determined by the Student Health Preventative Medicine Department and is reported through the student’s BuckMD Immunization History Report. Specific instructions for registering and submitting documentation are provided to students at their program orientation and are also found on E*Value.

Screenings

Criminal Background Check

Students must pass a criminal background check upon professional phase admission and at any time where such a check is necessary to meet the requirements for placement into clinical fieldwork. The background check is performed through OSU Wexner Medical Center Security at no cost to the student. Slightly different procedures may be used for in-state v. out-state residents as determined by Medical Center Security policy. Additionally, some clinical affiliate sites (including OSU Athletics) may require their own additional background check. Failing any criminal background check may prevent a student from enrolling, or may preclude a student from completing program requirements. In some cases, it may be grounds for disenrollment from the program. If a student is arrested or charged with a crime between background checks, he/she shall self-disclose this to the ATEP within 24 hours. Failure to disclose an arrest is grounds for possible disenrollment.

Students will be provided an OSU Wexner Medical Center photo identification badge upon successfully passing their background check. These badges are at no cost to the student and are to be worn at all times for off-campus clinical fieldwork unless the fieldwork site indicates otherwise. Students are responsible for any lost or stolen badges and can purchase a replacement badge at the ID Processing office within OSUMC Security (Rhodes Hall S-128).

Substance Abuse and Urine Toxicology Screening (Drug Testing)

Substance Abuse Policy

Students who are impaired by substance abuse endanger patients, themselves, faculty and staff, and other students. Substance abuse has been defined in the SHRS Student Handbook as: 1) The use or possession of
any drug in a manner prohibited by law; and 2) The use of alcohol or any legal drug or other substance in such a way that the user’s performance as a professional student is impaired as determined by the ATEP. Students are prohibited from engaging in substance abuse and substance abusing students are required to seek treatment. Substance abuse may prevent students from obtaining a license to practice or from sitting for the national credentialing exam.

Students substance abuse may be discovered through self-admission or through other means such as but not limited to drug testing, university disciplinary actions, criminal convictions and background checks. SHRS administration and the ATEP both reserve the right to temporarily suspend from fieldwork and demand a drug test from a student at any time that he or she is suspected of substance abuse (i.e. a “For Cause” basis). Refusing a drug test, not attending a required drug testing appointment, providing a phony sample, or adulterating the sample (including dilute samples or improper sample temperature) will be treated as a positive test. An initial positive test requires a confirmatory test. Participation in clinical fieldwork is suspended pending the outcome of the confirmatory test. A positive confirmatory test results in an immediate leave of absence.

From the moment a substance abuse problem is deemed to be present, the student will be placed on a leave of absence and will be unable to participate in any clinical fieldwork involving patients or patient care. Any student with a substance abuse problem will meet with the School’s Director and their Division Director to discuss the issue further and set conditions for reinstatement if reinstatement is possible. In the absence of the School’s Director, the Associate Director of the School will be available. Inability to resolve a substance abuse problem or any repeated substance abuse violations are grounds for disenrollment.

The School and ATEP recognize that early treatment is essential for successful rehabilitation and recovery for students with substance abuse. Students are encouraged to voluntarily request referral for treatment before their substance abuse leads to academic or disciplinary problems.

Urine Toxicology Screening (Drug Testing)
In addition to the “for cause” testing described above, students are required to submit to a urine toxicology screening prior to their off-campus (typically senior year) clinical fieldwork or at any time such a screening is required by a clinical fieldwork site as a condition of placement. Students are responsible for all costs associated with these screenings. Specific procedures and requirements for these toxicology screenings are posted on E*Value.

Health and Physical Capability

Technical Standards
The ATEP is rigorous and intense and places specific requirements and demands on the students enrolled in the program. Athletic Trainers and professional phase students must be able to perform certain mental, physical, and other tasks that are essential in providing care for their patients. These requirements are outlined in the Division’s Technical Standards for Professional phase students. After being admitted to the program and before beginning clinical fieldwork, Professional phase students must submit (upload to E*value) a completed certification form stating that they believe that they can meet these standards with or without accommodation. The ATEP partners with the university’s Office of Disability Services to explore and implement accommodations where appropriate. If a student’s physical, emotional or mental capability changes while in the program, an amended Technical Standards Certification must be submitted. It is possible than a loss of capability may render a student unable to continue in the program.
Physical Examination

After being admitted to the program and before beginning clinical fieldwork, professional phase students must undergo a physical examination and submit a completed medical history and exam form to confirm their physical capability to the Wilce Student Health Center. Confirmation of receipt will be posted to the student’s BuckMD Immunization History Report.

Immunizations and Tests

After being admitted to the program and before beginning clinical fieldwork, all SHRS students must demonstrate compliance with program specific immunization and disease testing requirements. Professional phase students must provide documentation of current vaccination (or a positive serum anti-body titer or physician documentation of previous disease including dates) for tetanus, diphtheria, pertussis (Tdap), measles, mumps, rubella, varicella, hepatitis B, and influenza (influenza vaccination required annually).

Additionally, a confirmatory serum anti-body titer for Hepatitis B is required. If this confirmatory titer is negative, the student must repeat the HBV immunization series and then undergo a second confirmatory titer. Students will be considered to be temporarily compliant with the HBV requirement as long as they are “in progress” and remain on schedule for each of the vaccinations in the series. A negative titer after repeating the series will be interpreted as the student being a non-responder to the vaccine and the student will be considered compliant.

Students must also pass an annual tuberculosis skin test (one-step PPD). A positive skin tuberculosis test requires follow-up, additional medical tests, and clearance prior to the student beginning fieldwork. If requested by a student’s clinical site, additional tuberculosis tests may be required at later times.

Documentation of each of these should be submitted to Wilce Student Health Center for inclusion in your BuckMD account. Vaccinations and tuberculosis tests are available from the Wilce Student Health Center at minimal costs and are typically posted to your BuckMD account within 3-5 days.

Communicable Diseases

Guidelines for Students Who Become Ill

Students who are ill could place their colleagues and patients at risk and should not attend class or clinical fieldwork until cleared to do so by a physician. Students who have a fever, contract a serious or communicable disease during the course of the program must immediately seek appropriate medical care and may not return to classes or clinical fieldwork until at least 24 hours after the fever has broken and they have been cleared to return by a physician. Students are responsible for notifying the Division’s Clinical Coordinator, their instructors and preceptors of illnesses. Medical care is available to students through the Wilce Student Health Center on campus or through a provider of the student’s choosing.

Positive Status for HIV, HBV, and/or HCV

Students who are positive for Human Immunodeficiency Virus (HIV) and/or who have chronic Hepatitis B Virus (HBV) and/or Hepatitis C Virus (HCV) are required to have regular follow-up with their health care provider. Students may have limitations placed on the clinical fieldwork sites to which they may rotate depending on the decision of the receiving health system. Students will be expected to have detailed attention to universal precautions. In the case of Hepatitis, students will also be counseled about the risk of exposure to hepatotoxic materials. Students will also be counseled on the potential implications of their status for career selection.

Clinical environment participation of students chronically infected with HBV, HCV and/or HIV will be determined in accordance with SHEA guidelines (Current Version: Infect Control Hosp Epidemiol 2010; 31(3):203-232). In accordance with these guidelines, students are required to obtain viral burden titers every 6 months. HBV, HCV
and/or HIV status communication is required for students rotating at outside institutions. It is the student’s responsibility to inform attending medical staff at each hospital or institution about their positive status.

**Caring for Patients with Infectious Diseases**

Human Immunodeficiency Virus (HIV) and Hepatitis B (HBV) are serious health problems in the United States. There has also been an increase in the number of patients with tuberculosis infections. In regards to patient care, professional students may not refuse to assist in the treatment of a patient solely because the patient is infected with HIV, HBV, or other infectious disease.

**Blood Borne Pathogen Exposure**

Blood borne pathogen exposure is specific eye, mouth, other mucous membrane, non-intact skin or parenteral contact with blood or other potentially infectious material. Students exposed to a blood borne pathogen during the course of the educational activities or assigned clinical fieldwork should immediately perform appropriate wound care including washing / flushing the area thoroughly, follow the post-exposure plan for the facility, and notify the ATEP of the incident.

After immediate wound care and washing with a disinfectant, the student should at least perform the following:

- Seek immediate medical care at the OSU Wilce Student Health Center or a nearby Emergency Department
- Document the route and circumstances of the exposure
- Document the source (person) of the potentially infectious material (if known)
- Notify the source’s physician to request that the source submit to blood tests for infection. OSU Student Health can assist with this process.
- Make an appointment to be seen at the Preventative Medicine clinic at the OSU Wilce Student Health Center (call 614-292-4321 for appointments).
- Notify the ATEP Director at 614-247-6231 or by email at merrick.29@osu.edu
- Students and/or their health insurance provider are responsible for costs associated with any treatment provided to them. The Associate Dean for Student Life in 155 Meiling Hall may help with any “uncovered” expenses that result after insurance payment. Students are encouraged to meet with Associate Dean and bring remaining bills.

**Pregnancy**

Enrollment of pregnant students requires careful planning of coursework and clinical fieldwork in order to protect the health of mother and fetus and the integrity of the mother’s educational experience. It is important, therefore, that any student who suspects she may be pregnant to inform the Division Director at the time the pregnancy is medically confirmed. Some clinical fieldwork may not be possible during the later stages of pregnancy and it may not be possible to re-assign clinical fieldwork placements to accommodate the needs of pregnant students. The student, Division Director, and Clinical Coordinator will meet to examine the student’s specific situation and determine an appropriate plan of action. If she must take a pregnancy related leave of absence from the program, a student in good academic standing will be eligible for reinstatement following the conclusion of pregnancy and health clearance from her physician.

**Health Insurance**

All Ohio State University students are required by university policy to have health insurance coverage at all times while enrolled at the university. At the time of registration for classes, students are automatically enrolled in and charged for university student health insurance unless they declare and provide documentation that they are already covered on another health insurance policy (e.g. their own or someone else’s policy).
Liability Insurance

Professional phase students have liability protection through a blanket liability insurance policy provided by the College of Medicine at no direct cost to the student. This policy provides coverage to students, instructors and preceptors during coursework and assigned clinical fieldwork. This policy only covers classroom and fieldwork activities that are assigned by the ATEP. This policy also provides for medical and personal injury coverage in the event that a student is injured during a clinical fieldwork experience.

Training and Certification

First-Aid

First-Aid certification must be valid at all times while students are engaged in clinical fieldwork. A lapse in certification is grounds for immediate removal from clinical fieldwork which will undoubtedly affect the grade in the accompanying Experience in AT course. Documentation (scan or photo of both sides of the card) of current First-Aid certification must be uploaded to E*Value.

CPR and AED

CPR certification must be valid at all times while students are engaged in clinical fieldwork. A lapse in certification results in immediate removal from clinical fieldwork which will undoubtedly affect the grade in the accompanying fieldwork course. CPR certification must meet Board of Certification requirements for Athletic Trainers and also include training in AED use. This generally means CPR certification at the “Professional Rescuer” or “Health Care Provider” level or above. Note: “Adult” or “Community” CPR courses typically do not meet the requirement. Also, “on-line” CPR certifications without “in-person” skills checks are not acceptable, regardless of the certifying agency. Documentation (scan or photo of both sides of the card) of current CPR certification must be uploaded to E*Value.

Infection Control (Bloodborne Pathogen) Training

Annual Infection Control training (i.e. Bloodborne Pathogen training) is required for all students. Pre-professional students complete an online training module prior to observation experiences through the University’s Office of Environmental Health and Safety. Professional phase students complete training provided through the OSU Wexner Medical Center online training system (NetLearning). Instructions for completing this training are posted on E*Value. Students must upload documentation of their annual training into their profile on E*Value. The US Department of Labor has determined that unpaid students are not subject to OSHA regulations regarding occupational blood borne pathogen exposure. However, program accreditation standards require that students adhere to standard practices to minimize exposure risk and manage exposures.

HIPAA Privacy Standard

Upon admission to the program and prior to beginning clinical fieldwork, students are required to complete training in the HIPAA privacy standard. This training is provided through the OSU Wexner Medical Center online training system (NetLearning). Instructions for completing this training are posted on E*Value. Students must upload documentation of their training into their profile on E*Value.

Coursework

The ATEP provides all of the required content necessary to meet CAATE accreditation requirements and for student to be eligible for the BOC Certification examination. This is a large amount of required content and the
ATEP plan of study has been carefully constructed to offer it in a planned, logical sequence leading to progressively increasing student competence. The plan includes extensive coursework and clinical fieldwork requirements that are impossible to complete in four years if taken out of sequence.

**Courses Required for the Program**

See the university [course catalog](#) for individual course descriptions and pre-requisites.

**Pre-Professional Courses**

These courses are pre-requisites for ATEP professional phase admission and required for graduation:

- **ANATOMY 2300.04; ATH TRNG 2000, 2010; BIOL 1113; CHEM 1210; HRS 2500; MATH 1148 or higher**

**Professional Courses**

These are required professional content courses offered in the professional phase and are open only to professional phase students or by permission of the instructor in consultation with the Division Director. Fieldwork courses are only open to professional phase students:

- **Classroom Courses:** ATH TRNG 2100, 2200*, 2300, 2310, 3100, 3110, 3500, 3600, 3700, 3750, 3800, 4100, 4110, 4120, 4500, 4600
  *2200 was offered for the final time in May 2015.

- **Field Experience Courses:** 2189; 2289, 3089*, 3189, 3289, 3389**, 4189, 4289, 4389***
  *3089 is a pre-season course that include both clinical fieldwork and classroom activities
  **3389 is required only for students in clinical fieldwork that extends into the May term
  ***4389 is an optional fieldwork experience that can be used for the remainder of the semester with 4289 or for other experiences as desired.

**Supporting Professional Courses**

These are required professional phase courses containing critical non-AT content:

- **EEOB 2520; HTHRHSC 4530, 5510, 5900; KNHES 5500; PHYSICS 1200; PSYCH 1100; STAT 1350/1450**

**General Education Courses**

The [General Education (GE) curriculum](#) is required of all university undergraduate students. For Bachelor of Science degrees in SHRS, it includes writing, quantitative and logical skills, natural science, social science, literature, visual and performing arts, historical studies, cultures and ideas, and diversity requirements. There are many courses available in each content area. Students should work with an advisor to choose the most appropriate courses for their needs.

**Transfer Credit / Examination Credit**

Students may use transfer credit or in some cases, examination credit, to meet requirements for general education, pre-professional, and supporting professional coursework. Transfer or examination credit may not be used for required Athletic Training specific professional courses (ATH TRNG prefix courses 2100 and above) except in rare instances and then only by approval of the Division Director.
Categories of Courses

SHRS Academic Actions (warning, probation, and disenrollment) often depend on the category of the course in which the student received an unacceptable grade.

Category 1a courses

These are professional content courses taken in the professional phase that are considered essential to competent clinical practice. Failure to earn a minimum grade of “C-” or “S” in these courses indicates that a student is not competent to progress into subsequent professional coursework or clinical fieldwork experiences. It results in academic probation and inability to enroll in professional courses or fieldwork until the course has been re-taken and an acceptable grade has been earned. Because most ATEP courses are offered once per year, in essence, this means that the student is excluded from professional coursework and field experiences for one year, delaying graduation from the program.

Category 1a courses include: all ATH TRNG courses numbered 2100 and higher.

Category 1 courses

These are supporting courses taken in the professional phase. They contain important content but are not considered essential to professional practice competence. Failure to earn a minimum grade of “C-” or “S” in these courses results in academic probation until the course has been re-taken and an acceptable grade has been earned. They do not impact a student’s ability to take subsequent professional coursework or fieldwork unless they are a specifically named pre-requisite for the subsequent course. Failure to complete a pre-requisite course prevents a student from enrolling in the course that requires it and will therefore delay the student from graduating (e.g. failing Physics in the spring and not re-taking and passing it before autumn prevents enrollment in Biomechanics).

Category I courses include: EEOB 2520; HTHRHS 4530, 5510, 5900; KNHES 5500; PHYSICS 1200; PSYCH 1100; STAT 1350/1450

Category 2 courses

For the ATEP, these are pre-requisite courses taken in the pre-professional phase. Grades below “C-” or “S” in these courses do not meet admission requirements for the ATEP. Grades of “D” or “D+” result in academic warning and a grade of “E” result in academic probation until the course has been re-taken and an acceptable grade has been earned. Students offered conditional admission to the professional phase pending Spring semester grades will have their admission cancelled if they fail to earn the required grade in these courses.

Category II courses include: ANATOMY 2300; ATH TRNG 2000, 2010; BIOL 1113; CHEM 1210; HTHRHS 2500; MATH 1148 or higher

Category 3 courses

These are courses required for graduation but that are not specifically required for the AT program. Failure to earn a minimum grade of “D” or “S” in these courses results in academic warning until the course has been re-taken and an acceptable grade has been earned. They do not impact a student’s ability to take subsequent professional coursework or fieldwork.

Category III courses include: all General Education courses that are not also AT program professional or supporting professional courses.
Scheduling Conflicts between Courses and Clinical Fieldwork

Students MUST contact their preceptor for the upcoming term prior to scheduling so as to avoid schedule conflicts whenever possible. It is foreseeable that elective or repeated courses may need to be scheduled during summer terms to avoid conflicts with clinical fieldwork.

The ATEP plan of study was constructed to minimize the impact of conflicts between coursework and clinical fieldwork. Unless specifically approved by an advisor, students should complete all ATH TRNG and supporting professional coursework during the academic term outlined on the semester-by-semester plan of study. Students electing to take required coursework out of sequence or during terms other than those outlined in the plan of study do so accepting that there may irresolvable scheduling conflicts or delays in their graduation. If a conflict should arise between a scheduled course and a scheduled clinical fieldwork time, they will be addressed as follows:

- For required ATH TRNG and supporting professional courses taken DURING THE TERM outlined in the plan of study, students are excused from fieldwork conflicts to attend the required courses. Students must choose course sections that create the least disruption to their fieldwork commitments. Students should attend as much of the fieldwork as possible and should only be absent from the fieldwork for the minimum time necessary to travel to and attend the class.
- For required supporting professional courses taken in a DIFFERENT TERM than outlined in the plan of study, students are NOT excused from fieldwork conflicts. If these are repeated courses, they may need to be taken over the summer to avoid fieldwork conflicts.
- For general education (GE) and elective (not required for AT) courses including dual major, minor, and pre-requisite courses for graduate programs, students are NOT excused from fieldwork conflicts.
<table>
<thead>
<tr>
<th>Semester by Semester Plan of Study for student enrolled in the professional phase for 2015-16</th>
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<tbody>
<tr>
<td><strong>Clinical Theme →</strong></td>
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<tr>
<td><strong>Freshman (34 hrs)</strong></td>
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<tr>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>HRS 1000 (1)</td>
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<tr>
<td>ATH TRNG 2000 [basic AT] (3)</td>
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<tr>
<td>MATH 1148 (4)</td>
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<tr>
<td>CHEM 1210 (5)</td>
</tr>
<tr>
<td>GE [cultures &amp; ideas] (3)</td>
</tr>
<tr>
<td>16 hours</td>
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<tr>
<td><strong>Autumn</strong></td>
</tr>
<tr>
<td>ATH TRNG 2300 [preseason clinical] (1)</td>
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<tr>
<td>HRS 5900 [hlth sci research appl] (3)</td>
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<tr>
<td>PSYCH 1100 (3)</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>ATH TRNG 2010 [preclinical skills] (1)</td>
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<tr>
<td>BIOL 1113 (4)</td>
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<tr>
<td>ANATOMY 2300.04 (4)</td>
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<tr>
<td>HRS 2500 [medical terminology] (3)</td>
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<tr>
<td>ENGLISH 1110 (3)</td>
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<tr>
<td>15 hours</td>
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<tr>
<td><strong>May</strong></td>
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<tr>
<td>ATH TRNG 2200 [foundations of AT diagnosis] (3)</td>
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<tr>
<td>3 hours</td>
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<tr>
<td><strong>Sophomore (32 hrs)</strong></td>
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<tr>
<td><strong>Junior (32 hrs)</strong></td>
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<tr>
<td><strong>Senior (32 hrs)</strong></td>
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</tbody>
</table>

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**Note:** The table above outlines the semester by semester plan of study for students enrolled in the professional phase for 2015-16. Each column represents a different semester, and the rows list the courses for that semester. The columns are divided into Clinical Theme, BRIEF observation, Skill building, Collegiate, and Off-Campus. The courses listed include both credit hours and course numbers.
Clinical Education

Priority of Clinical Fieldwork

The professional phase of the ATEP places equal emphasis on both the coursework and clinical fieldwork aspects of students’ education. The clinical fieldwork is a critical EDUCATIONAL requirement of the ATEP. It is neither a “work” requirement nor a volunteer activity. Clinical fieldwork is where students learn to apply and refine the knowledge and skills they learn in their coursework. More importantly, clinical fieldwork is where they integrate all phases of Athletic Training knowledge, skills, and values to become competent practitioners. It is where students make the transition to clinical practice, develop a practice style, and ultimately embrace the culture of the profession. Undervaluing of clinical fieldwork leads to incompetent and unreliable clinical practice and is antithetical to the mission and legacy of this ATEP.

To this end, clinical fieldwork assignments take precedent over all elective courses, out of sequence courses, employment, resident life, social, club, Greek, vacation and other obligations the student may have. Students SHALL NOT miss assigned clinical fieldwork time in order to attend any of these. Instead, these should be scheduled around students’ clinical fieldwork obligations, just as they will when students become practicing professionals.

Clinical Fieldwork Overview

As student’s progress through their clinical fieldwork, they will be challenged to (1) increase their discipline specific knowledge, (2) integrate their classroom knowledge into the clinical setting, (3) become increasingly more proficient with clinical skills, (4) develop and implement evidence based medicine, (5) accept increasing levels of responsibility, and (6) conduct themselves with the utmost professionalism.

Pre-professional phase

Pre-professional phase students are not engaged in clinical fieldwork. They complete a brief observation in an Athletic Training clinical setting as part of ATH TRNG 2010 during the spring semester. Performance in this observation is evaluated and is a key element of professional phase admissions decisions. Pre-professional students are not qualified for, and are prohibited from engaging in direct patient care during this observation.

Professional phase

Professional phase students engage in assigned clinical fieldwork concurrently with their classroom coursework for three academic years. There is no provision for combining portions of the fieldwork nor shortening the duration. There is typically no opportunity to complete required fieldwork during the summer semester aside from May Term fieldwork that is an extension of spring semester fieldwork of selected students in the junior year. All fieldwork is evaluated and these evaluations are a critical component of the grade for the fieldwork. These courses are culminating experiences where students demonstrate the professional competence necessary to progress through the program and to become board eligible. Students who are failing a fieldwork course are prohibited from dropping/withdrawing from the course in order to avoid receiving a failing grade.

First Year

First year professional phase students (sophomores) primarily complete clinical fieldwork on-campus rotating through several OSU athletics clinical facilities. They may also complete fieldwork at other affiliated sites such as Ohio Wesleyan University and Ohio Dominican University. Their fieldwork begins the first week of August, roughly 3 weeks before autumn semester classes begin (during the pre-season “camp” period). The preseason clinical fieldwork is associated with the ATH TRNG 3089 course which appears on the Autumn semester
schedule although the course is complete at the start of the Autumn semester. The pre-season fieldwork is immersive and the time commitment is extensive. It is not possible to attend outside employment or have other conflicts during this pre-season period.

Once classes begin, first year students complete fieldwork rotating through several on-campus clinical facilities. The goal of first year is for students to become familiar with clinical care, to become autonomous in basic skills, to develop skill in diagnosis and management of injuries and illnesses, and to develop an initial sense of professional identity and culture. The conceptual focus is 70% didactic and 30% clinical.

**Second Year**
Second year (junior) clinical fieldwork is typically on-campus in OSU Athletics but may also include selected off-campus placements on a student by student basis. Students are expected to take higher responsibility roles where they complete more contact hours than they did as sophomores. The goal of the second year is for students to become autonomous in the diagnosis and management of injuries and illnesses, to develop skill in comprehensive rehabilitation, and to implement and refine their sense of professional identity and culture. By the end of the year, students are expected to be comfortably proficient and autonomous in most activities and to require little day-to-day instruction. The conceptual focus is 50% didactic and 50% clinical in this year.

**Third Year**
Final year (senior) clinical fieldwork is primarily at sites outside of OSU athletics and generally off-campus but may also include selected on-campus fieldwork on a student by student basis. Students are engaged in integrated practice with extensive clinical decision making as they work toward the full competence and autonomy necessary for credentialing, licensure and professional practice. The goal of the third year fieldwork is for students to become autonomous in their rehabilitative skills, develop skills in administration, provide comprehensive care to their patients, integrate their knowledge and skill, and embrace and promote their sense of professional identity and culture. The conceptual focus is 30% didactic and 70% clinical in this year.

**Clinical Fieldwork Placement**
All clinical fieldwork is conducted at sites affiliated with the ATEP and with clinical preceptors who have completed ATEP specific training prior to student placement. All fieldwork placements are arranged by the ATEP’s Clinical Coordinator who communicates early and regularly with these preceptors when arranging specific student placements. This process is extensive and complex and attempts to place each student in a situation where they can best develop as a professional. While the Clinical Coordinator may elect to take a student’s preferences under advisement, placement is not made based on these preferences. Once placements have been finalized, the ATEP reserves the right to not reassign students nor permit swapping of placements. Students who withdraw from a placement or are removed for competence or professionalism deficiencies will not be re-assigned to other placements during the current schedule. Their fieldwork course grade will reflect any missed time from fieldwork. Students who are failing a fieldwork course are prohibited from withdrawing from the course to avoid receiving a failing grade in the course.

**General Expectations for Students in Fieldwork**
- Students should take considerable time and effort in completing semester goal sheets. Failure to reflect and write meaningful goals provides preceptors with inadequate information regarding student expectations.
- Students should participate in decision making roles about the care of patients to the extent possible given the patient care situation and the student’s level of knowledge, skill and ability. As the student’s role increases, preceptors will use professional judgment as to when it is appropriate to apply supervised autonomy in order to challenge increasing levels of skill and confidence in clinical practice.
• Students are expected to conduct evidence based searches for articles that correlate with injuries and illnesses assessed during clinical experiences. Students are expected to summarize the current evidence supporting clinical decisions.

• Students with a conflict or concern relative to their fieldwork should follow this reporting chain.

Clinical Fieldwork Hours Policies

Students receive academic credit for their fieldwork through courses numbered ATH TRNG xx89. Students must be enrolled in a fieldwork course in order to engage in fieldwork activities and to have their clinical activities covered by the ATEP’s liability insurance. The SHRS has adopted an approximately 4:1 weekly contact hour to semester credit hour policy for full semester clinical fieldwork by undergraduate students (e.g. fieldwork where 20hr/wk is anticipated = 5 credits), partial semester fieldwork is prorated. Students’ actual contact hours will vary.

• Student contact hours are self-reported under their Time Tracking tile in E*Value. The ATEP has specific policies governing minimum and maximum contact hours and actively tracks these logs for compliance. Hours should be logged weekly. Failure to log hours in a timely fashion will affect the student’s grade in their fieldwork course. E*Value automatically prohibits logging hours more than 30 days in arrears.

• Students are required to have at least one day off each calendar week. E*Value does not have a designation for “days off”, therefore, so that the ATEP can actively track and enforce the days off policy, these days off must be logged using the “vacation” designation within E*Value. These are not considered to be vacation. Using this designation merely provides a means for tracking of days off. Individual preceptors are given the flexibility to determine which day best fits for the student’s situation. Specific contact hour requirements are as follows:

First Year (Sophomore) Clinical Fieldwork

Students must accrue, on average, a minimum of 10 and maximum of 20 contact hours weekly during regular academic semesters. Pre-season camp is a focused, immersive clinical experience and does not have the same concurrent coursework requirements as the regular semester. Weekly hours do not follow the in-semester targets during pre-season camp.

• Preseason Camp = ATH TRNG 3089 (1cr) for 2-3 weeks = 60-120 contact hours
• Autumn Semester = ATH TRNG 2189 (3cr) for 16 weeks = 160 – 320 contact hours
• Spring Semester = ATH TRNG 2289 (3cr) for 15-16 weeks = 160 – 320 contact hours
• Spring Break fieldwork is optional for first year students

Second Year (Junior) Clinical Fieldwork

Students must accrue, on average, a minimum of 16 and maximum of 30 contact hours weekly.

• Autumn Semester = ATH TRNG 3189 (5cr) for 16 weeks = 260 – 500 contact hours
• Spring Semester = ATH TRNG 3289 (5cr) for 16 weeks = 260 – 500 contact hours
• Spring Break fieldwork is required for second year students whose patients are active across the break
- May Term (for fieldwork experiences extending past the spring semester) = ATH TRNG 3389 (1cr) for 4 weeks = 65-130 hours

**Third Year (Senior) Clinical Fieldwork**

Students in the full-semester fieldwork assignment must accrue, on average, a minimum of 16 and maximum of 30 contact hours weekly. Weekly hours are more variable in the half-semester [gen med and elective] assignments. For some students, the Autumn and Spring are reversed from the following depending on which fieldwork assignment is completed in each semester:

- Autumn Semester = ATH TRNG 4189 (5cr) for 16 weeks = 260 – 500 contact hours
- Spring Semester [general medical rotation] = ATH TRNG 4289 (1cr) for 7 weeks = 25-50 contact hours
- Spring Semester [elective rotation]= ATH TRNG 4389 (1-5cr) for 7 weeks = 25-120 contact hours
- Spring Break fieldwork is required for third year students whose patients are active across the break

**Inclement Weather**

During inclement weather, students should contact their preceptors to determine if the site is open or closed and to communicate about fieldwork attendance. Students are expected to attend their clinical fieldwork unless one or more of the following has occurred:

- The Ohio State University has cancelled classes at the Columbus Campus due to the weather. The university's operational status is posted at [http://emergency.osu.edu](http://emergency.osu.edu)
- The fieldwork site has closed or cancelled activities
- The student feels his/her safety is at risk if he/she were to attempt to travel to the fieldwork site (e.g., severe cold for students walking, dangerous road conditions for students driving, etc.).

**Supervision During Clinical Fieldwork**

All clinical fieldwork is supervised by preceptors who typically are BOC Certified, state licensed Athletic Trainers. In specifically planned and limited experiences, students may be supervised by a licensed physician or other licensed and/or credentialed healthcare provider appropriate to the setting. As discussed in the Licensure section of this handbook, students shall NEVER practice athletic training outside of their assigned and supervised clinical fieldwork and it is a violation of the state practice act to do so. Students may only engage in Athletic Training practice and skills while their supervisor is physically present and can intervene on behalf of the patient in the event of a student error. Supervision cannot be performed over the phone, radio, videoconference, FaceTime, Skype, etc. In the event that a supervisor has to temporarily leave the presence of the student, the student may only perform First-Aid and/or CPR (for which they are certified) and is prohibited from practicing Athletic Training until the supervisor returns.

Students and preceptors should never misunderstand the term supervision to mean that students cannot be in autonomous or decision making roles in patient care. Supervision requires that the preceptor be present, but they should function more as a mentor than supervisor, fostering the student’s role as a practitioner rather than a technician or aide. Student autonomy is a critical part of developing competence and is emphatically encouraged by the ATEP. Autonomy involves the self-directed collection and interpretation of information and use of such information to formulate and implement a plan of action. The plan of action should be vetted through the preceptor prior to implementation to ensure its appropriateness and patient safety, but the student should be the one to develop and implement it whenever possible and to the greatest degree possible. Students not pushed to become autonomous do not become competent to practice independently upon graduation.
Procedures for Students in Clinical Fieldwork

Each fieldwork course (ATH TRNG xx89) has specific requirements outlined in its syllabus and an accompanying checklist that is available on E*Value. Students should familiarize themselves with these requirements prior to starting the fieldwork placement.

Professionalism Requirements

The public rightly expects that those in the medical professions will adhere to a set of values that reflect their commitment to excellence, responsibility, respect for all, integrity, prudence and trustworthiness. The SHRS and ATEP consider any student enrolled in the School to be an active member of their profession at all times. Professional behavior is expected not just in the classroom but in fieldwork, community outreach and other environments where students are involved. Commitment to integrity in espousing the values of the profession means that members of the profession (including students) behave in ways that will reflect positively on the profession even when they are not in class, on the grounds of the university, in fieldwork settings or at professional conferences. **Students who behave in a manner counter to the values of the profession, regardless of the setting in which these behaviors occur, may be subject to adverse academic and/or professional sanctions** from the ATEP and/or the School of Health and Rehabilitation Sciences, up to and including program disenrollment.

Ethics and Laws

Legal and ethical practices are hallmarks of professionalism and are cornerstones upon which professional conduct is built. Personal ethics require certain inherent elements of character that include honesty, loyalty, understanding, and the ability to respect the rights and dignity of others.

Ethical Codes

- Students will adhere to the SHRS Student Code of Ethics found in the [SHRS Student Handbook](#).
- Students will adhere to the [National Athletic Trainers Association Code of Ethics](#).
- Students will adhere to the [Ohio Athletic Trainers Association Code of Ethics](#).

Legal Requirements

- Students will adhere to the Federal, State and local laws and regulations governing healthcare delivery and educational environments including but not limited to confidentiality laws, drug laws, medical device laws, non-discrimination laws, billing and insurance laws and human research protection laws.
- Students will adhere to the [Ohio Athletic Training Laws](#) found in title 47, section 4755.60 of the Ohio Revised Code. They are obligated to report any known violations of these laws.
- Students will adhere to all criminal and civil laws of the jurisdiction in which they find themselves.
- Students will self-report any arrests, criminal charges, or criminal convictions to the ATEP within 24 hours.

Honor Codes

Students will adhere to the University’s [Code of Student Conduct](#) as well as the SHRS Professional Honor Code, Academic Honor Code, and the ATEP professionalism requirements outlined below.
SHRS Professional Honor Code

SHRS students will behave in a manner consistent with the following principles of professionalism in order to foster and maintain a culture that facilitates professionalism:

**Altruism**
- Assist other SHRS students in need.
- Contribute to a positive image of the medical profession.
- Serve the interests and welfare of the patient and the community above our own self-interest.

**Honesty and Integrity**
- Respect the rights of patients, staff, colleagues, and other health professionals.
- Safeguard patient confidences and privacy within the constraints of the law.
- Deal with confidential information appropriately and discreetly.
- Understand the general principles of ethical behavior and their application to performance expectations of any course of study, examination, or other evaluations.

**Caring and Compassion**
- Treat each patient as an individual with respect, empathy, and dignity both in the family's presence and in discussions with other members of the health care team.
- Handle issues of sickness, dying, and death in a professional manner with patients and their families.
- Refrain from abusing authority.

**Service**
- Participate in and contribute to the betterment of the public health community in a productive manner.
- Participate in and contribute to peer groups, local, national and/or international organizations.

**Excellence and Scholarship**
- Recognize one's own deficiencies and endeavor to correct them, requesting help when needed.
- Strive to improve one's self in the integration and transmission of knowledge.
- Collaborate with and assist peers, colleagues, and other health professionals appropriately for the advancement of scientific knowledge and skills.
- Commit to self-directed and life-long learning.

**Respect Instructors, Staff, Peers, Patients, and Families**
- Treat those with whom they work and learn and those who teach them with respect, trust, and dignity.
- Refrain from engaging in unwanted/inappropriate romantic and sexual behaviors or any other unprofessional behaviors.
- Respect rights such as privacy, confidentiality, informed consent, and others.
- Communicate in a sensitive manner and do not discriminate on the basis of age, gender, intelligence, medical condition, nationality or ethnic origin, physical or mental disability, race, religion, sexual orientation, or socioeconomic status.

**Responsibility and Accountability**
- Maintain academic, patient care and service as our highest priority.
- Be accountable for deadlines and complete assignments/responsibilities in a timely fashion.
- Recognize and report peers’ errors, fraud, poor behavior, deficiency in character, and incompetence.
- Identify one’s own limitations and developmental needs, and seek approaches for improvement.
- Present oneself in a professional manner with respect to dress, hygiene, body language, composure, and gestures.
Students must demonstrate academic honesty and refrain from dishonorable actions that include, but are not limited to:

**Cheating**
Allowing another party to do one’s work/exam; serving as a substitute for a student in the taking of an exam; possession and/or use of unauthorized study aids/notes during an exam; practicing fraud or deceit; knowingly providing or receiving information during examinations with or without the source’s knowledge; and/or sharing information about the content of an exam with a student who has not yet taken the exam.

**Plagiarism**
Representing another’s work as one’s own including the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.

**Fabrication**
Altering a graded work; falsification of information and resources including laboratory and research results, clinical fieldwork evaluations and clinical fieldwork hours logs.

**Aid of academic dishonesty**
Intentionally facilitating the above dishonorable actions or any other action deemed in violation of this code.

**Competence**
Students must actively work to develop competence in their clinical skills and are regularly evaluated to assess and document their competence.

- Students will comply with the [Standards for Professional Practice](#) for Athletic Training published by the Board of Certification for the Athletic Trainer.
- Students will comply with the provisions of their Clinical Practice Agreement.
- Students shall work diligently to become competent and will specifically work to improve areas in which they have been assessed as not competent or where they feel unsure about their competence.
- Students shall not perform procedures in which they have not been instructed.
- Students shall not perform procedures outside of their scope of practice.
- Students whose incompetence places patients, preceptors or others at risk will be immediately removed from fieldwork activities, placed on professional probation, and will not return to fieldwork unless and until they can demonstrate sufficient competence through a plan developed by the ATEP. Removal from fieldwork and being placed on probation causes the student to receive a failing grade in the course. Students may not drop/withdraw from a fieldwork course to avoid receiving a failing grade.
- Students unable to practice at a level of competence appropriate for their educational level will not pass their fieldwork course nor progress to the next fieldwork course. The ATEP reserves the right to fail an incompetent student in their fieldwork even if their preceptor evaluation produces an otherwise passing score.

**Appearance**
An important part of professionalism is maintaining a professional appearance. Clinical fieldwork requires specific professional attire, hygiene and grooming practices. Students must maintain a neat and professional appearance that enables them to perform their duties efficiently and safely at all times during clinical fieldwork. Students should clarify expectations with their preceptor prior to beginning each clinical fieldwork. Unless otherwise directed, students are expected to adhere to the OSU Health System Dress Code. Students who do not comply with appearance guidelines may be sent home from the fieldwork site for the day and placed on
professional warning. An ongoing pattern of inappropriate dress will lead to professional sanctions up to and including probation or disenrollment.

Hygiene

Proper hygiene is critical for controlling disease transmission and helping create a professional appearance. Students are expected to maintain impeccable personal daily hygiene.

- Daily hygiene includes clean skin, hair, and teeth; regular use of deodorant/antiperspirants; and regular dental hygiene.
- Makeup and cologne/perfume should be minimal and not be distracting. Some patients are sensitive to cosmetics or perfume/cologne and these items may be prohibited in some settings.
- Students are expected to engage in frequent hand washing or the use of alcohol based hand sanitizers prior to beginning fieldwork, between patients and before leaving the fieldwork facility daily.

Grooming

Good grooming is essential to enable health care providers to perform their professional duties as well as to create a professional appearance.

- Long fingernails can injure patients, are incompatible with many clinical skills and are prohibited. Nails should be no more than ¼ inch long. Artificial fingernails or items affixed to fingernails have been shown to be an infection hazard and are prohibited in patient care activities.
- Hair should be pulled back or otherwise kept out of the face so that it does not interfere with vision, communication or the performance of clinical skills. Facial hair must be kept neat and well trimmed.
- Jewelry should be minimal, professionally tasteful, and not interfere with performance of clinical procedures (e.g. rings are often incompatible with manual therapy techniques and dangling necklaces or earrings can become entangled during patient care).
  - Jewelry that cannot be easily decontaminated should not be worn.
  - Visible piercings are limited to the ears only with two earrings permitted in each ear.
  - Exceptions for religious or medical alert jewelry will be considered.
- Visible tattoos are not appropriate during fieldwork. Students must make reasonable attempts to cover their tattoos during fieldwork.

Dress Code / Uniforms

Students should clarify the dress code for their specific fieldwork setting with their preceptor on or before the first day of the fieldwork. Unless otherwise instructed, students should follow their on-campus dress code for off-campus field experiences.

**General Requirements**

- Students must wear a watch with a second hand or digital timer during field experiences.
- Clothing should be clean, wrinkle-free and in good repair.
- Clothing should not interfere with mobility or clinical duties and should fit well, not be overly tight, or revealing.
- Sleeveless tops, tank tops, bare midriffs, and spaghetti straps are not appropriate during fieldwork.
- Appropriate undergarments should be worn at all times.
- Low-rise waistlines are prohibited.
- Skirts and shorts should not be shorter than where the fingertips touch the legs when the arms are extended down at the sides or, alternately, should have a 6 inch inseam or greater.
- Jeans or denim pants / skirts, regardless of color are prohibited.
- Shoes and socks / hosiery must be worn at all times and footwear must be clean and in good repair.
Students should wear their OSU provided footwear as instructed. To avoid conflicts with OSU’s shoe contract, shoes from competing brands should not be worn on the sidelines during OSU games. Sandals, canvas shoes and open toed shoes are prohibited. In the event that women wear dress shoes for fieldwork, closed toed flats are preferred and shoes must permit mobility during patient care, transfers, and transport. Heels may not exceed 3 inches.

Unless otherwise instructed, OSU Medical Center Identification badges are to be worn above the waist with the name and photo visible during patient care.

The ATEP reserves the right to make accommodations or revisions to these requirements as necessary.

OSU Issued Uniform
All new students are issued a pre-determined list of OSU clothing items when they begin their first clinical fieldwork. Returning students will be issued items depending on availability. These uniforms are provided to students at no cost, as a gift in kind from the Department of Athletics. These items are only to be worn for clinical assignments and should be worn during all on-campus fieldwork unless otherwise directed by your preceptor. In the event that a student withdraws or is disenrolled from the program, they must return all issued clothing to the Athletics Department. Game uniform requirements may differ (e.g. shirt & tie, skirt or dress, etc.) and you should clarify uniform requirements for games and team travel with your preceptor.

Uniform Items to be Purchased by the Student
- Students are required to provide their own khaki pants and shorts to be worn during clinical fieldwork. Students may choose any brand of khaki shorts and pants they prefer, but they must be KHAKI in color, professional in fit and appearance and follow the guidelines in the general requirements section above.
  - Cargo shorts are not acceptable for game days, but may be permissible for practices. Students should clarify expectations for acceptable shorts with their preceptor.
- Students are responsible for dress clothing if such is required for games and travel.
- Students are advised to purchase an additional pair of shoes because it is unlikely that the issued shoes will remain in good condition for the entire year.

Off-Campus Uniform
Students should clarify uniform requirements for assigned off-campus clinical fieldwork with their clinical preceptor. If no specific dress code is stipulated, students should adhere to the on-campus dress code.

Behavior

Personal Responsibility and Accountability

Personal responsibility and accountability are cornerstones of professionalism. No professional ever earns the respect or trust of patients or colleagues without first demonstrating the high degree of personal responsibility and self-sacrifice that are defining features of a profession that puts the well-being of others as its highest priority.

- Students are personally responsible for their behavior at all times and in all settings. They shall not make excuses nor blame others for their own shortcomings.
- Students shall hold themselves and each other accountable for their behavior and shall never enable or turn a blind eye allowing another student to violate the ATEP’s professionalism standards. They are encouraged to disclose any violations of which they are aware to the ATEP. The ATEP will make every attempt to keep such disclosure anonymous.
- Students shall assume personal responsibility for their own academic and clinical success and shall actively pursue excellence in all phases of their program.
- Students shall assume responsibility for the quality of care provided to their patients and shall never be party to the delivery of care that does not meet accepted standards.
• Students shall assume responsibility for the quality and condition of their working environment by being meticulous about the upkeep and cleanliness of facilities and equipment.
• Students shall accept responsibility for maintaining the legacy of excellence of this ATEP. They shall continue to actively further that legacy through hard work and commitment to excellence rather than assuming that they will be excellent simply because others who preceded them worked hard and became excellent.

Sound Judgment

As healthcare providers, students' ability to make sound judgments while under pressure is absolutely vital to their success and to their professional competence. Words and deeds at any time and in any setting that cause the soundness of that judgment to be questioned weaken students' credibility and therefore their competence. Students shall recognize that their judgment in their personal life and during times outside of class or fieldwork impacts their fitness for the program and for fieldwork placements. Students who demonstrate questionable judgment should not expect to receive favorable recommendations from their faculty or preceptors nor should they expect the ATEP or its members to put their personal reputation in jeopardy by creating extra opportunities for them above the minimal program requirements. Such opportunities are earned and are not automatic.

Communications

People are judged by others based on how they speak and what they communicate. Students must work to communicate clearly, effectively, efficiently and professionally. Both the content and the delivery must meet professional expectations.

Verbal & Non-Verbal
Students should work diligently to use professional language and vocabulary in their Athletic Training related communications and be aware of how their body language impacts their communications.
• Word choices should be appropriate to the audience and setting (e.g. jargon to professionals, lay language to patients).
• Vulgar and inappropriate language has no place in professional communications.
• Body language should be professional, respectful, attentive and appropriate to the situation at hand.

Written
For paper communications with students during the academic year, the Athletic Training Division uses the current local address as listed in official student records. Paper communications during winter and summer breaks are sent to the student’s permanent address. Students should ensure that their desired addresses are correct and up to date.

When students sign records or other documentation, they should use a designation that identifies them as an Athletic Training Student (e.g. “ATS”) so that no one will misunderstand them to be a licensed and credentialed person.

Email
Email is a primary means of communication between the ATEP and its students. All students were issued a secure Ohio State University email account upon enrollment. The ATEP reasonably assumes that email from this account is from the student who owns the account and is not a forgery or phishing attempt. Therefore, this account is the ONLY email address that the ATEP will use for communications with students.
• Students should check their email in this account daily (even during breaks and the summer) and make sure that their e-mailbox is not full.
• Failure to check your email or to keep your e-mailbox cleaned out is never an acceptable excuse for missing official communications.
• Students shall use appropriate professional Email etiquette in all Email communications of a professional nature.
  o Include a salutation / greeting at the top that is professionally appropriate. Do not use the first name of faculty or preceptors unless they have asked you to call them by their first name.
  o Avoid slang, poor grammar, or the use of text messaging jargon (e.g. "y r u txtng me?")
  o Include a signature that identifies the sender as an Ohio State University Athletic Training Student and includes a return email address.

• Students who send professionally related emails from non-OSU accounts should make professional choices regarding their username / email address.
  o Inappropriate choices can cast the student in a less than professional light (e.g. 2hot4u@email.com).
  o Students shall not use inappropriate email addresses to send email communications in which they identify themselves as an Ohio State Athletic Training Students.
  o The ATEP will not provide students with academic information to accounts other than the student’s official OSU account.

**Telephone**

Students should:

• Ensure that the ATEP records contain their local / cellular phone number for urgent communications
• Add the phone numbers of the Division Director, Clinical Coordinator, their advisor and their preceptor(s) / fieldwork facilities into their cell phone’s contacts list.
• Not call or text faculty or preceptors for non-professional reasons or, barring emergencies, at times outside of normal working hours.
• Ensure that incoming voicemail greetings are appropriately professional. Inappropriate voicemail greetings that are encountered by preceptors, potential employers, etc. are a poor reflection on the student and on the program (e.g. “I’m not here, leave a f%@!ing message”).
• Students should answer the telephone at a fieldwork site as follows, “[Name of Site], this is [Name of Student], how can I help you?”

**Patient Confidentiality**

Patient confidentiality is vital in all healthcare fields, however Athletic Training has specific challenges in this area because some patients become celebrities and the press is a constant presence. At no time shall patient confidentiality be breached.

• Other than their preceptors, supervising physicians, and others at the preceptor’s discretion, students shall not discuss confidential patient information with anyone (including the press, fans, professional scouts, roommates, parents, boyfriends / girlfriends, other students, faculty, etc.).
• When in doubt about with whom the student may discuss patient information, the student should consult their preceptor.
• In dealing with the public or press, 1) always be polite, 2) inform them that you are a student and are legally prohibited from releasing any medical information, 3) always refer them to your preceptor without providing ANY patient / athlete information, and 4) remember that nothing you say to the press is ever “off the record.”
• All patient records are confidential and shall never be removed from the clinical fieldwork site without permission of the preceptor.
• All students must comply with the provisions of the Healthcare Information Portability and Accountability Act of 1996 (HIPAA). Students will complete HIPAA compliance training when they enter the program. In some settings, patient records may also be subject to the FERPA law because they are considered to be educational records.
Professional Respect & Differences of Opinion

It is foreseeable that students will have differences of opinion with other students or preceptors regarding patient care. In such cases, students should NEVER express to the athlete/patient their disagreement with the patient care or decisions of their peers, their preceptors or physicians. Instead, students should discuss disagreements privately with those directly involved in the patient’s care. They should never argue in the presence of the patient – it only serves to undermine the patient’s confidence in both the student and the other person.

FERPA & Letter of Recommendation / References

The Family Educational Rights and Privacy Act (FERPA) governs access to student academic and program records. Without their permission, the ATEP is unable to release any information about the student’s educational program and experiences to anyone who does not have a legitimate education related use for that information (not even to family or those who call for references). This becomes vitally important when students request letters of recommendation and for faculty and staff to serve as a reference for them. Students must follow the ATEP’s letter of recommendation policy and provide a signed copy of the request form (found on E*Value) in order for program personnel to discuss the student with potential employers.

Use of Electronic Devices during Class and Fieldwork

The use of cell/smart phones, MP3 players, tablets, laptops or other electronic devices is prohibited during class or fieldwork unless they are being used specifically for class or fieldwork related purposes.

- Students who need to have a phone on for emergency purposes should discuss the issue with the instructor or preceptor prior to the beginning of the day’s class or fieldwork.
- Taking photos or making video or audio recordings of the School of Health and Rehabilitation property, clinical fieldwork sites, and patients is prohibited without the written consent of the institution and all parties involved.
- Electronic transmission of data related to patient specific identifiers is a violation of HIPAA.

Social Networking

Social networking is a common activity that has the potential to increase our ability to interact with each other in positive ways. However, the ability of the internet to instantly reach millions of people, both within and outside of the medical profession makes it imperative that we take safeguards to insure that social networking does not erode the values of the medical profession or damage the reputation of the profession or the medical center.

Students, Staff and Faculty:

- Should take steps to insure that their social networking sites have the appropriate privacy settings to avoid inadvertent dissemination of material to audiences beyond their control.
- Should include a disclaimer with postings that clearly state that the expressed opinions belong to the writer alone and do not necessarily reflects the views of the SHRS.
- May not write about patients in a manner that could in any way convey the patient’s identity, even accidentally. They are cautioned that patients with rare diagnoses, physical appearances, specific locations within the medical center, and who are athletes may be easily identifiable even in the absence of names or medical record numbers.
- May not write defamatory comments about faculty, staff, students, and health professionals within the medical center.
- May not post someone else’s work (including from internet sites) without attribution.
- May not post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in unprofessional behavior.
- Must maintain professional boundaries with patients and may not invite patients into social networking communities or activities that involve their personal lives. Social networking communities focused on patient status such as support groups are acceptable.
• Faculty and staff within SHRS are strongly discouraged from inviting people who are actively enrolled in the SHRS to participate in any social networking community that involves their personal lives. Social networking communities, such as LINKEDIN, limited to professional work are acceptable.

Relationships

**Professional Boundaries with Patients**
The student-athletes and patients of The Ohio State University and any of our affiliated clinical fieldwork sites are our PATIENTS. They are NOT peers, NOT our social group, and NOT a dating pool. Students shall vigorously maintain professional boundaries with their patients in all settings and at all times. Personal relationships with patients place students in compromised and sometimes conflict of interest situations. Likewise, personal relationships can frequently be barriers to providing care and making objective decisions in that care.

• Students shall avoid significant personal relationships with their patients.
• Students shall never invite patients to join in personal social situations. If patients show up at a student social situation uninvited, students shall either ask the patients to leave or shall themselves leave.
• If students are invited to join personal social situations with patients, they must decline and, when appropriate, excuse themselves and leave the venue where these situations are going on.

**Romantic / Dating / Sexual Relationships**
Although our patients are typically of similar age as our students and might be romantically interested, they are NOT an appropriate pool for students’ romantic, dating, or sexual relationships. It is a conflict of interest for a student to provide care to a patient with whom they have a romantic, sexual, or significant social relationship. Such relationships can also compromise the respect other patients have for the student and even for other professional phase students working to earn their respect.

• Students shall not initiate nor accept offers of romantic, dating, or sexual relationships with their patients.
• Students with knowledge of relationships of other students with patients shall not enable them nor turn a blind eye to them. They are required to disclose any violations of which they are aware to the ATEP. The ATEP will make every attempt to keep such disclosure anonymous.
• Students in a pre-existing relationship with a potential patient shall disclose the relationship to the ATEP upon admission.
  o Students cannot be assigned to fieldwork involving care for this patient.
  o Because of the large number of students and fieldwork sites that are potentially impacted, the ATEP reserves the right to not accommodate relationships when arranging fieldwork. This may prevent the student from completing required program elements and graduating from the program.
• Concealing or failing to self-disclose a pre-existing relationship that presents a conflict of interest is treated no differently than inviting and engaging in a new relationship with a patient.

**Off-The-Books Healthcare**
If a patient contacts a student outside of normal care environments to request care, the student should advise the patient to contact their healthcare provider or to seek care in an appropriate facility. Students must also notify their preceptor of the request at the first available opportunity. Students should never provide private “after hours” or “off the books” care that circumvents the healthcare plan that is in place for our patients. Doing so is both unethical and illegal.

**Harassment, Discrimination & Creating a Hostile Environment**
Students’ are prohibited from creating an atmosphere or environment that is detrimental to student education or delivery of patient care. Regardless of whether created through words, actions, attitude, appearance,
relationships or other factors, students creating a hostile environment will be removed from the environment for a period of time up to the duration of the placement or course. This will undoubtedly impact the grade for the experience.

Harassment is a severe breach of professional ethics. Harassment and discrimination can take many forms including but not limited to sexual harassment (including sexual preference discrimination), gender discrimination, racial/ethnic discrimination, religious discrimination, sport status-based discrimination, socioeconomic discrimination, discrimination based on disease status, etc. Athletic Training must be a discrimination-free profession in terms of the quality of care provided. No form of harassment or discrimination will be tolerated.

Work Ethic

**Punctuality**

Students shall be punctual for their classes and clinical fieldwork. Tardiness and absenteeism are not acceptable for practicing professionals and are therefore not acceptable for students. Students who will be late or must miss a fieldwork or class experience must immediately contact the preceptor or ATEP instructor to notify them of the situation. Any instance of tardiness or absenteeism should be accompanied by an appropriate excuse. Outside jobs and student organization obligations shall not be accepted as excuses for tardiness or absenteeism.

*For any initial attendance or tardiness issue the student will be dismissed from the venue for the day and placed on Professional Warning. Prior to returning to clinical fieldwork, the student must meet with his/her preceptor to discuss the issue. For a second or any subsequent offense, the student will incur an automatic 3 day suspension and must submit a plan of action to the clinical coordinator before being allowed to return to clinical fieldwork. Beginning with the second offense the student will be on Professional Probation and penalized with a letter grade deduction from the final evaluation. Details of Professional Probation are provided in the professional sanctions section of this document.*

**Care of Facilities and Equipment**

The ATEP has excellent facilities and equipment for student use during classes, laboratories, and clinical fieldwork. Students must take responsibility for maintaining facilities and equipment in both classroom and fieldwork settings. For example: No cooler (or lid) should EVER be put away without being washed and disinfected. All patient care areas should be kept meticulously clean at all times. Golf carts should be driven far more carefully than students drive their own cars. Whirlpools should be spotlessly cleaned every time they are emptied. All Athletic Training facilities should be maintained like a hospital and not like a locker room. Supplies are expensive and should never be wasted. Access to our facilities and equipment should be closely monitored and problems reported immediately. Students shall not take equipment off-site without consent of their preceptor (i.e. no coolers at your home).

A few general guidelines to follow include:

- if it needs done….YOU do it and don’t assume someone else will
- if you take it out….put it away when you are done
- if you make it dirty….clean it up
- if you used the last one….re-stock or tell your preceptor if we are out
- if someone shouldn’t be using something….don’t let them have it
- if you broke it….fix it or accept responsibility and tell your supervisor. We realize that accidents happen.
if you haven’t been trained to do it….don’t do it without your preceptor’s assistance

if you are unsure….ask your preceptor

Financial Information

Interference with outside employment

The professional phase of the program requires students to complete clinical fieldwork that can occur at any time of day and frequently changes times with little pre-notice. Because of the dynamic nature of the fieldwork schedule, it will likely interfere with the student’s ability to hold outside employment. Students need to make appropriate financial plans prior to enrolling in the professional phase of the ATEP.

While students are not strictly prohibited from holding outside employment, such employment SHALL NOT interfere with the student’s ability to complete their clinical fieldwork. It is not possible to work an outside job during August pre-season clinical fieldwork. When faced with a choice between a job and assigned clinical fieldwork, fieldwork must be the first priority. Missing scheduled clinical fieldwork will result in deductions on student’s clinical evaluations which will affect the grade in the fieldwork course.

Program Costs

The ATEP maintains a list of program costs on its website. This list is updated annually.
ATEP Program Policies Annual Agreement

Compliance with Policies and Requirements

By signing below, I, _____________________________ indicate that I have read, understand, and agree to abide by all of the policies and requirements of the Ohio State University ATEP outlined in this student handbook. My questions about these policies and requirements have been answered and I understand that the Division Director and/or Clinical Coordinator can answer additional questions should they arise. This agreement is in effect for the entire academic year and must be renewed annually.

I am specifically aware of the program’s requirements for graduation, retention and good standing.

I am specifically aware of the program’s Safety & Capability requirements including but not limited to:
- Background checks and 24 hour self-disclosure if arrested or charged with a crime [details]
- Substance abuse and drug testing including “for cause” testing [details]
- Technical standards (including changes in status) and immunization compliance [details]
- Communicable diseases and blood borne pathogen exposure [details]

I am specifically aware of the program’s policies about fieldwork commitments including but not limited to:
- Academic and non-academic schedule conflicts, punctuality and absenteeism, and outside employment
- Placements and loss of placement [details]
- Hours requirements, limits, and logging [details]
- Supervision during clinical care and prohibition of unsupervised practice [details]

I am specifically aware of the program’s Professionalism requirements including but not limited to:
- Ethics and Laws
- Honor Codes
- Competence
- Appearance
- Responsibility, Accountability and Judgment in class, during fieldwork, and in my personal life [details]
- Communications and Confidentiality [details]
- Use of electronic devices and social networking
- Relationships and Professional Boundaries [details]

I understand that violation of the ATEP policies or requirements carries consequences such as suspension from or loss of fieldwork placements as well as academic and professionalism sanctions up to and including probation and program disenrollment.

Information Release

I authorize the ATEP to provide information about me including my name, likeness, demographic and educational information to their accrediting body (CAATE) and/or The Board of Certification for the Athletic Trainer as part of program reporting requirements and/or credentialing eligibility verification requirements.

______________________________  _________________
Signature                                      Date