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Personnel

Core Faculty

Mikaela Boham, EdD, LAT, ATC, Associate Professor, Program Director
Sara Stiltner, EdD, LAT, ATC, Assistant Professor, Coordinator of Clinical Education
TBD, Assistant Professor, Core AT Faculty
TBD, Assistant Professor, Core AT Faculty
Marian Hendricks, DO, Medical Director

Primary Clinical Preceptors

Jerry Hilker, MEd, LAT, ATC, Head Athletic Trainer: TAMUCC Athletics
Sho Arai, MS, LAT, ATC, Assistant Athletic Trainer: TAMUCC Athletics
Hannah Sutton, MS, LAT, ATC, Assistant Athletic Trainer: TAMUCC Athletics
Tristin Connolly, MS, LAT, ATC, Assistant Athletic Trainer: TAMUCC Athletics
Kelly Erickson, BS, LAT, ATC, Assistant Athletic Trainer: TAMUCC Athletics
Ashley Armbruster, MS, LAT, ATC, Assistant Athletic Trainer: TAMUCC Athletics
Chad Mallamo-Janski, MS, LAT, ATC, Assistant Athletic Trainer: TAMUCC Athletics
Daniel Naus, BS, LAT, ATC, GA Athletic Trainer: TAMUCC Athletics
Sean Kendrick-Graham, BS, LAT, ATC, Head Athletic Trainer: TAMUCC Rec Center
Lauren Dillon, MS, LAT, ATC, Athletic Trainer: Calallen High School
Donovan Dillon, BS, LAT, ATC, Athletic Trainer: Carroll High School
Ashley Knighton, BS, LAT, ATC, Athletic Trainer: Carroll High School
Ashley Vinciguerra, BS, LAT, ATC, Athletic Trainer: King High School
Lee Scott, MS, LAT, ATC, Athletic Trainer: Miller High School
Sydney Gaytan, BS, LAT, ATC, Athletic Trainer: Miller High School
Kara Osburn, BS, LAT, ATC, Athletic Trainer: Ray High School
Dalton Jennings, BS, LAT, ATC, Athletic Trainer: Veterans Memorial High School
Danielle Rees, BS, LAT, ATC, Athletic Trainer: Veterans Memorial High School
Leisha Griffitt, BS, LAT, ATC, Athletic Trainer: Gregory-Portland High School
Kristen Dearsan, BS, LAT, ATC, Athletic Trainer: Ingleside High School
Arriana McDonald, BS, LAT, ATC, Athletic Trainer: Taft High School
Madeline Price, BS, LAT, ATC, Athletic Trainer: Tuloso-Midway High School

Secondary Clinical Preceptors

Marian Hendricks, DO, Physician: Coastal Bend Family Medicine
Ellis Main, DO, Physician: Northside Family Medicine
Andres Nisimblat, MD, Physician: Corpus Christi Medical Associates
Steve Hopkins, DPT, Physical Therapist: The Training Room
Tracie McClusky, DPT, Physical Therapist: New Stride Physical Therapy
Dan Shea, MSPT  
Trevor Hadley, BS, LAT  
Dee Rutherford, BS, LAT  
Robert Steele, BS, LAT  
Amy Dahlberg, BS, LAT  
Cody Smiley, BS, LAT  

Physical Therapist: Shea Physical Therapy  
Athletic Trainer: Calallen High School  
Athletic Trainer: King High School  
Athletic Trainer: Gregory-Portland High School  
Athletic Trainer: Gregory-Portland High School  
Athletic Trainer: Tuloso-Midway High School
Texas A&M University-Corpus Christi Athletic Training Program

Welcome

Welcome to the Texas A&M University-Corpus Christi Athletic Training Program (TAMUCC ATP). This online document contains information, policies, and procedures related to all aspects of the TAMUCC ATP. It is intended to be a reference for applicants, current athletic training students, athletic training faculty and staff, clinical preceptors, and administrators. All stakeholders in the TAMUCC ATP should read and be familiar with all parts of the current annual handbook (Appendix A). This document will be used to further explain the TAMUCC ATP as referenced in the current academic catalog.

Our faculty and staff are excited to be able to work with high quality students who want to learn about Athletic Training. The TAMUCC ATP has a strong history of educating and graduating successful Athletic Trainers. We enjoy seeing young professionals develop careers in a field we love.

Athletic Training demands a lot from students and can be challenging at times. This profession demands dedication, hard work, and passion. As a student, you will be given a lot of responsibility. The Athletic Training Student is an extension of the Certified Athletic Trainers both legally and in their performance of their duties such as prevention, assessment, treatment, and rehabilitation of injuries and conditions in a variety of clinical settings. Together they form the Sports Medicine Team whose responsibility is to provide first contact with injured or ill patients. Often the Sports Medicine Team works behind the scenes and without much public recognition; however, their job is vital to the wellbeing and overall health of the patients with whom they work.

We challenge the accepted Athletic Training Students to take full advantage of their clinical experience and to learn every day as much as they can, both in the classroom and within their clinical experiences. The Athletic Training faculty have developed a comprehensive, scaffolded curriculum designed to challenge learners while building on knowledge. The goal is for Athletic Training Students to be able to apply their classroom knowledge in the clinical setting as soon as possible. This will enhance your experience and help to guide your learning. It is important that students develop good time management skills and to budget their time effectively to prioritize their academic, clinical, and life commitments and activities.

The TAMUCC ATP is a unique and immersive experience. During your time on the Island, you will become family!

Shakas Up! Go ‘Ders!!
Overview of the Athletic Training Profession

The Certified Athletic Trainer

Athletic Trainers (ATs) are health care professionals who collaborate with physicians to optimize patient and client activity and participation in athletics, work and life. The practice of athletic training encompasses the prevention, examination and diagnosis, treatment, and rehabilitation of emergent, acute, subacute, and chronic neuromusculoskeletal conditions and certain medical conditions in order to minimize subsequent impairments, functional limitations, disability, and societal limitations. Athletic Trainers are highly educated and skilled allied healthcare professionals who are recognized by the American Medical Association (AMA).

Clinical Practice Settings

In cooperation with physicians and other allied health personnel, the Athletic Trainer functions as an integral member of the health care team. Athletic trainers’ work settings can include high schools, colleges, universities, professional sports teams, hospitals, rehabilitation clinics, physicians’ offices, corporate and industrial institutions, the military, and the performing arts. Regardless of their practice setting, athletic trainers practice athletic training (or provide athletic training services) according to their education (NATA, Professional Interests) and state practice act.

Education Requirements

Currently in 2020, Athletic Trainers must possess, at minimum, a bachelor’s degree from an Accredited Athletic Training Program (ATP). As of 2022, all ATP curriculum must be delivered at the graduate level from a Master’s degree granting program. The Commission on Accreditation of Athletic Training Education (CAATE) is the recognized accrediting body for Athletic Training Programs across the country and the TAMUCC ATP. The TAMUCC Athletic Training Program received initial accreditation status in the Fall 2008. In 2016, the TAMUCC ATP discontinued the undergraduate degree and accepted the last undergraduate cohort. In 2018, the Master of Science in Athletic Training was approved by the Coordinating Board for the state of Texas and TAMUCC allowing the program to be offered.

Comprised of classroom and clinical education experiences, the TAMUCC AT program emphasizes a learning-over-time approach to the development of knowledge, skills, and abilities essential to the practice of athletic training. Students obtain classroom knowledge through coursework and clinical skills in structured laboratory settings which are transferred into supervised clinical practice involving not only psychomotor skill development, but also applied decision-making, evidence-based practices, and clinical reasoning skills. Students are exposed to a multi-disciplinary approach during clinical assignments, by utilizing a variety of health care professionals in multiple venues. The TAMUCC AT program strives to educate students within the model of an evidence-based curriculum and develop students’ clinical skills, while incorporating foundational behaviors in all elements of all facets of the health care delivery
The five domains and tasks of Athletic Training (Practice Analysis, 7th Edition) will provide the educational framework for education and clinical practice:

1. **Injury and Illness Prevention and Wellness Promotion**: Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness
2. **Examination, Assessment and Diagnosis**: Implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients’ plan of care
3. **Immediate and Emergency Care**: Integrating best practices in immediate and emergency care for optimal outcomes
4. **Therapeutic Intervention**: Rehabilitating and reconditioning injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques
5. **Healthcare Administration and Professional Responsibility**: Integrating best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being

The educational requirements for CAATE-accredited professional Athletic Training Programs include the acquisition of knowledge, skills and clinical abilities along with foundational behaviors of professional practice also known as Section IV: Curricular Content of the 2020 Standards for Accreditation of Professional Athletic Training Programs.

Athletic Training Students will receive formal instruction in the following specific subject matter areas identified in the Competencies:

- Patient-Centered Care
- Interprofessional Practice and Interprofessional Education
- Evidence-Based Practice
- Quality Improvement
- Health Care Informatics
- Professionalism
- Patient/Client Care
  - Care Plan
  - Examination, Diagnosis, and Intervention
- Prevention, Health Promotion, and Wellness
- Health Care Administration

Athletic Training Students will engage in clinical learning experiences in addition to didactic classroom experiences. Athletic Training clinical experiences are supervised by a preceptor who is an Athletic Trainer or a Physician (Standard 31). Students will gain experiences with patients with a variety of client/patient populations (Standard 17) and with a variety of health conditions commonly seen in athletic training practice (Standard 18). While enrolled in the TAMUCC ATP,
students will have five clinical rotations, including several immersive experiences (Standard 16), to prepare them for a wide array of career paths following graduation.

**Accreditation Status**

The Master of Science in Athletic Training program at Texas A&M University-Corpus Christi is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program is currently applying to the CAATE for a change in level of degree and is pending approval.

![CAATE Accredited Program](image)

The program is accredited by the Commission on Accreditation of Athletic Training (CAATE) until 2022 when the program will have a site visit for continued accreditation.

The Commission on Accreditation of Athletic Training Education:

CAATE 6850 Austin Center Blvd., Suite 100
Austin, TX 78731–3184
P: 512-733-9700
Toll Free: 844-462-2283
F: 512-733-9701
Website: [http://caate.net/](http://caate.net/)

**Certification and Licensure**

Upon completion of the degree program, students will have met all requirements to sit for the national Board of Certification (BOC) examination to practice Athletic Training. Additionally, students will be eligible to apply for Texas Department of Licensing and Regulation (TDLR) Athletic Training Licensure.

**NATA Code of Ethics**

Students within the TAMUCC ATP are expected to uphold appropriate professional standards, such as those outlined by the National Athletic Trainers’ Association’s Code of Professional Ethics and the TAMUCC ATP handbook.

The Code of Ethics of the National Athletic Trainers’ Association was developed and published to establish the principles of ethical behavior which should be followed in the practice of Athletic...
Training. The Code of Ethics is intended to establish and maintain high standards of professional practice and professionalism for all Athletic Trainers in the profession. The principles in the Code of Ethics cannot cover all situations encountered by the practicing Athletic Trainer; however, they should be representative of the spirit with which decisions should be made. When a Code of Ethics and the law, the law prevails.

- **Principle 1:** Members shall respect the rights, welfare and dignity of all individuals.
- **Principle 2:** Members shall comply with the laws and regulations governing the practice of Athletic Training.
- **Principle 3:** Members shall maintain and promote high standards in their provision of services.
- **Principle 4:** Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

For a complete copy of the ethics and for information reporting a violation of ethics, visit the [NATA web page](https://www.nata.org).

**BOC Practice Standards**

I. **Practice Standards**

*Preamble*

The Practice Standards (Standards) establish essential practice expectations for all athletic trainers. Compliance with the Standards is mandatory.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must always agree to comply with the Practice Standards.

**Standard 1:** Direction - The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.

**Standard 2:** Prevention - The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long-term disability.

**Standard 3:** Immediate Care - The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

**Standard 4:** Examination, Assessment and Diagnosis - The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient’s impairments, diagnosis, level of function and disposition.

**Standard 5:** Therapeutic Intervention - The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program.
Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

**Standard 6:** Program Discontinuation - The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients’ status is included in the discharge note.

**Standard 7:** Organization and Administration - The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

II. **Code of Professional Responsibility**

**Preamble**

The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The Professional Practice and Discipline Guidelines and Procedures may be accessed via the [BOC website](https://www.boctime.org).

**Code 1. Patient Care Responsibilities**

The Athletic Trainer or applicant:

1.1 Renders quality patient care regardless of the patient’s age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law

1.2 Protects the patient from undue harm and acts always in the patient’s best interests and is an advocate for the patient’s welfare, including taking appropriate action to protect patients from healthcare providers or athletic training students who are, impaired or engaged in illegal or unethical practice

1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies

1.4 Communicates effectively and truthfully with patients and other persons involved in the patient’s program, while maintaining privacy and confidentiality of patient information in accordance with applicable law

1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values

1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain

1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient
1.7  Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan
1.7.1  Does not make unsupported claims about the safety or efficacy of treatment

**Code 2. Competency**
The Athletic Trainer or applicant:
2.1  Engages in lifelong, professional and continuing educational activities to promote continued competence
2.2  Complies with the most current BOC recertification policies and requirements

**Code 3. Professional Responsibility**
The Athletic Trainer or applicant:
3.1  Practices in accordance with the most current BOC Practice Standards
3.2  Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
3.3  Practices in collaboration and cooperation with others involved in a patient’s care when warranted; respecting the expertise and medico-legal responsibility of all parties
3.4  Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
3.5  Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training
3.5.1  Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
3.6  Does not guarantee the results of any athletic training service
3.7  Complies with all BOC exam eligibility requirements
3.8  Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful
3.9  Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization
3.10  Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or
misconduct; actual or threatened use of violence; the prohibited
sale or distribution of controlled substances, or the possession with
intent to distribute controlled substances; or improper influence of
the outcome or score of an athletic contest or event

3.11 Reports any suspected or known violation of applicable local, state
and/or federal rules, requirements, regulations and/or laws by
him/herself and/or by another Athletic Trainer that is related to the
practice of athletic training

3.12 Reports any criminal convictions (with the exception of
misdemeanor traffic offenses or traffic ordinance violations that do
not involve the use of alcohol or drugs) and/or professional
suspension, discipline or sanction received by him/herself or by
another Athletic Trainer that is related to athletic training

3.13 Cooperates with BOC investigations into alleged illegal or
unethical activities. Cooperation includes, but is not limited to,
providing candid, honest and timely responses to requests for
information

3.14 Complies with all confidentiality and disclosure requirements of
the BOC and existing law

3.15 Does not endorse or advertise products or services with the use of,
or by reference to, the BOC name without proper authorization

3.16 Complies with all conditions and requirements arising from
certification restrictions or disciplinary actions taken by the BOC,
including, but not limited to, conditions and requirements
contained in decision letters and consent agreements entered into
pursuant to Section 4 of the BOC Professional Practice and
Discipline Guidelines and Procedures.

3.17 Fulfills financial obligations for all BOC billable goods and
services provided.

**Code 4. Research**
The Athletic Trainer or applicant who engages in research:

4.1 Conducts research according to accepted ethical research and
reporting standards

established by public law, institutional procedures and/or the health
professions

4.2 Protects the human rights and well-being of research participants

4.3 Conducts research activities intended to improve knowledge,
practice, education, outcomes and/or public policy relative to the
organization and administration of health systems and/or
healthcare delivery

**Code 5. Social Responsibility**
The Athletic Trainer or applicant:

5.1 Strives to serve the profession and the community in a manner that
benefits society at large
5.2 Advocates for appropriate health care to address societal health needs and goals

**Code 6. Business Practices**

The Athletic Trainer or applicant:

6.1 Does not participate in deceptive or fraudulent business practices

6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered

6.2.1 Provides documentation to support recorded charges

6.2.2 Ensures all fees are commensurate with services rendered

6.3 Maintains adequate and customary professional liability insurance

6.4 Acknowledges and mitigates conflicts of interest
Texas A&M University-Corpus Christi Athletic Training Program

Mission Statement
The TAMUCC Athletic Training Program strives to provide every athletic training student with a challenging and comprehensive educational experience, incorporating the values of a supportive academic and clinical community, in order to prepare high quality future leaders in athletic training and allied health professions.

Vision Statement
The vision of the TAMUCC Athletic Training Program is to be recognized as a leader in the education of Athletic Trainers and to contribute and advance the field knowledge regarding injury prevention, injury recognition, injury management, and inter-professional collaboration. The TAMUCC Athletic Training program will serve as a model for community partnerships within South Texas and the Coastal Bend and will strive to provide innovative evidence-based programming.

Overall Program Achievement Outcomes

Objectives:
Assessment of overall program achievement goals incorporates the following intended/expected outcomes:

1. Provide opportunities for interdisciplinary interactions with a variety of healthcare professionals.
2. Provide challenging coursework and clinical education experiences which prepare students to pass the Board of Certification (BOC) examination on the first attempt.
4. Provide comprehensive preventative services among six (6) clinical practice domains including: (1) prevention of injuries; (2) clinical evaluation and diagnosis; (3) immediate care of injuries and illnesses; (4) treatment, rehabilitation, and reconditioning including the use of modalities; (5) organization and administration; and (6) professional responsibility.
5. Provide a comprehensive academic curriculum which adequately prepares the student to either gain employment as a certified Athletic Trainer or to successfully pursue advanced study in athletic training or a related health-care field.
6. Provide an atmosphere encouraging professionalism and continued education maintenance through membership(s) in professional organizations, and presentations at state, district, and national meetings.
Assessment Plan:

Measurement —
Assessment of the overall program achievement goals includes the intended/expected outcomes:
1. AT students first time pass rate on the BOC exam equals or exceeds the national average.
2. Graduation and employment rates are above 80%.
3. Program constituents (students, alumni, and employer) express above-average satisfaction ratings with the Athletic Training Program and the quality of education received by graduating students.

Student Learning Objectives & Outcomes
The TAMUCC AT program has identified four (4) goals consistent with the mission of the athletic training program; the Kinesiology Department; and Texas A&M University-Corpus Christi. Specific assessment plans have been developed for each goal incorporating the quality of classroom/clinical instruction and effective learning (student learning objectives & outcomes).

Goal #1
To prepare AT students for entry into the profession of athletic training, graduate studies and/or employment in the athletic training profession or a related field.

Objectives:
1. Provide quality coursework addressing content area knowledge as identified by the current CAATE Athletic Training Competencies.
2. Provide laboratory exercises which develop psychomotor skills consistent with the current CAATE Athletic Training Competencies.
3. Provide opportunities for students to demonstrate comprehensive abilities to demonstrate the knowledge and skills required to be an athletic trainer.
4. Incorporate learning over time utilizing the KSAs (Knowledge, Skills, and Abilities) as set forth in Role Delineation Study/Practice Analysis, Seventh Edition & 2020 Standards for Professional Masters Programs

Assessment Plan:
1.1 Student Learning Outcome — Provide Quality Coursework
Assessment of quality instruction incorporates the following intended/expected outcomes:

1. Course instructors have highly structured lesson plans and adequate knowledge of subject matter.
2. Course instructors use current, relevant course materials and technology (i.e. texts, websites, presentation media, etc.).
3. Course instructors create a safe and collaborative learning environment.
4. Course instructors display professional demeanor.
5. Course instructors maintain positive attitudes and a respectful classroom environment.
6. Facilities are adequate for learning of both theoretical knowledge and psychomotor skill components.
7. Equipment/supplies are accessible and adequately available in quantity and quality.

1.1.1. Measurement — Assessment of Quality Coursework

1. Athletic Training Course Evaluations – In order to evaluate courses for curriculum and instructional improvement a new system of evaluation will be implemented each academic year. Student feedback will be solicited by the Athletic Training Program at mid-semester and again at the end-of-each semester via emailed surveys (Qualtrics) for all major requirement athletic training courses. Data will then be complied and analyzed by the AT faculty and AT Program Director. Faculty members will be provided with results of these evaluations immediately and are expected to utilize the information for continuous course improvement.

2. TAMUCC Course Evaluations – Student feedback is solicited in all courses offered by the Department of Kinesiology (in which the AT program is housed) at the end of each semester via online survey links. Evaluations are compiled digitally and can be accessed by the individual faculty member at a later date. Unfortunately, participation in the end of semester formal evaluation is voluntary and anonymous, therefore, it is difficult to utilize this evaluation tool as a good measure of quality of course curriculum and delivery. The evaluations are discussed during each faculty member’s annual evaluation and faculty members are expected to incorporate formative assessment of teaching in their annual plans that area submitted each year.

3. At the end of each course, a survey will be sent to each athletic training student in the efforts of evaluating the student’s perception of the content coverage within athletic training major requirement courses. Students will be asked to rate whether the content was covered, not covered, or not sure concerning items that are identified from the crosswalk analysis as important content for each athletic training course.

1.2 Student Learning Outcome — Provide Laboratory/Clinical/Field Based Learning Exercises Which Develop Psychomotor Skills
Athletic training students will demonstrate the knowledge, skills and abilities to:

1. Recognize and minimize the risk of injury and/or illness.
2. Implement prevention strategies for reducing risk of injury and/or illness.
3. Understand the pathomechanics and development, progression and epidemiology of injuries, illnesses and diseases.
4. Examine and diagnose a patient to identify risk factors and musculoskeletal injuries to direct proper care, including referral to allied health care professionals.
5. Understand medical conditions and disabilities associated with the physically active population.
6. Recognize, assess, and treat patients with acute injuries and illnesses and provide appropriate medical referral.
8. Plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of injuries and illnesses.
9. Understand pharmacologic applications and governing pharmacy regulations relevant to the treatment of injuries, illnesses, and diseases.
10. Recognize, intervene, and refer (when necessary) patients exhibiting sociocultural, mental, emotional, and psychological behavioral problems/issues.
11. Understand the nutritional aspects of injuries and illnesses.
12. Develop, administer, and manage a healthcare facility and associated venues which provide healthcare to a physically active population.
13. Understand professional responsibilities and avenues of professional development to promote athletic training as a professional discipline.

1.2.1. Measurement — Assessment of Laboratory/Clinical/Field Based Learning Exercises Which Develop Psychomotor Skills

1. Academic Course Performance – Performance on psychomotor skills, labs, practical exams, research papers, projects, assignments, simulations, case studies, and academic presentations are all utilized to measure SLO’s.
2. BOC Exam & Domain Performance – Overall first-time pass rates of TAMUCC students are compared to first-time pass rates of all students taking the exam nationally. Individual domain performance is also measured yearly.
3. Graduation & Employment Rates – Graduation rates will be calculated using the number of students who matriculate after entering the professional phase of the AT Program (i.e., students who graduate
from the program/students who are accepted and gain admission to the program). Employment rates will be calculated based on the number of students who have subsequently graduated and gained employment within the field of athletic training or a similar related healthcare profession or pursued graduate studies (i.e., number of students employed or enrolled in graduate studies/number of students graduated).

**Goal #2**

To prepare AT students for a smooth and scaffolded progression through clinical education experiences in athletic training (i.e., vertical and horizontal alignment of coursework and laboratory/clinical/field-based learning).

**Objectives:**

1. Provide structured and progressive learning opportunities which integrate theoretical knowledge and psychomotor skill components.
2. Provide quality clinical education experiences in a variety of venues (upper extremity athletics, lower extremity athletics, general medical, equipment intensive) involving patient populations of both genders, various age groups, and varying degrees of disabilities and injuries/illnesses.
3. Provide opportunities for regular feedback of clinical skill performance to enhance and promote clinical skill development.

**Assessment Plan:**

2.1 **Student Learning Outcome — Provide Structured and Progressive Learning Opportunities**

Assessment of clinical instruction incorporates the following areas/criteria:

1. Preceptors model positive personal and professional attributes in the clinical environment and when dealing with patient populations.
2. Preceptors promote critical thinking of the students and take the opportunity to engage in “teachable moments” when they occur.
3. Clinical sites are adequate for the clinical education experience.
4. Equipment/supplies at clinical sites are accessible and adequately available in quantity and quality.

2.1.1 **Measurement — Assessment of Structured and Progressive Learning Opportunities**
1. AT Preceptor Evaluations – All students complete evaluations on their preceptors following each clinical education experience as a part of their clinical experience in athletic training practicum course each semester. Evaluations from preceptors will be examined by the AT Program Faculty to determine quality preceptors for continued student placement.

2. AT Site Evaluations – All students complete evaluations on the educational site following each clinical education experience as a part of their clinical experience in athletic training practicum course each semester. Evaluations for clinical sites will be examined by the AT Program Faculty to determine quality sites for continued student placement.

2.2 Student Learning Outcome — Provide Clinical Education Experiences in a Variety of Venues

Athletic training students will demonstrate the knowledge, skills and abilities to:

1. Apply theoretical knowledge and psychomotor skills learned in the classroom to the clinical setting.
2. Demonstrate decision-making and critical reasoning skills.

2.2.1. Measurement – Assessment of Clinical Education Experiences in a Variety of Venues

1. BOC Self-Assessment Exam - All senior athletic training students enrolled in the capstone experience will complete in-class and on-line BOC self-assessment examinations in order to assist in the identification of strengths and areas for improvement in order to identify their level of preparedness for entry-level athletic training.

2. BOC Paid Self-Assessment Examination – All senior athletic training students had an opportunity to take two (2) paid practice BOC examination (http://bocatc.org/candidates/exam-preparation-tools/self-assessment-exams) at a value of $30.00 per student. Future tests will be purchased either by the College of Education or the Department of Kinesiology. Students received test scores within the five (5) performance domains on the BOC Examination. Student data has been collected and analyzed by the program director in order to evaluate program effectiveness and potential areas for improvement.

3. BOC Exam & Domain Performance – Overall first-time pass rates of TAMUCC students are compared to first-time pass rates of all students taking the exam nationally. Individual domain performance is also measured annually. Data has been compared to the raw data provided within the BOC Exam – National Data Summary and BOC Exam –
Annual Exam Reports (http://bocatc.org/resources/exam-reports) in order to compare to national averages.

4. AT Student Clinical Evaluations – All students receive a clinical evaluation completed by their preceptor at the mid-term and conclusion of each clinical education experience.

5. Clinical Skills Assessments – Students are assessed on psychomotor skills delineated in the AT Educational Competencies during each clinical level. Psychomotor skill assessments are progressive in nature, beginning by demonstrating competency of individual skills performed in a controlled environment and ending with real life application of skills in a clinical atmosphere incorporating decision-making and critical thinking skill integration.

6. Graduation & Employment Rates – Graduation rates will be calculated using the number of students who matriculate after entering the professional phase of the AT Program (i.e., students who graduate from the program/students who are accepted and gain admission to the program). Employment rates will be calculated based on the number of students who have subsequently graduated and gained employment or pursued graduate studies (i.e., number of students employed or enrolled in graduate studies/number of students graduated).

7. Alumni Program Evaluations – AT alumni will be surveyed approximately 1 year after the student’s date of graduation to determine how well they believe the TAMUCC AT program prepared them for employment or graduate school.

8. Alumni Employer Surveys – AT alumni employers will be surveyed approximately 1 year after the student’s date of graduation to determine how well they believe the TAMUCC AT program prepared the student and their overall satisfaction with the alumni as an employee.

**Goal #3**

To prepare AT students to use written and verbal communication consistent with the language of allied health professionals.

**Objectives:**

1. Provide students the opportunity to identify, read, and critically evaluate relevant research in the discipline.

2. Provide opportunities for students to engage with allied health care professionals of differing specialties during their clinical education experiences.

**Assessments:**
3.1 Student Learning Outcome — Provide Students Opportunities to Identify, Read, and Critically Evaluate Relevant Research

Athletic training students will demonstrate the knowledge, skills and abilities to:

1. Use the language of the discipline in coursework and clinical education experiences.
2. Utilize appropriate terminology during clinical education experiences while engaging with patients by writing SOAP notes, progress evaluations, rehabilitation notes, discharge summaries, and medical referrals.
3. Use appropriate verbal language during classroom discussions, presentations, and clinical education experiences.
4. Use appropriate written language on assignments, projects, and presentations throughout all coursework.
5. Write article critiques of current relevant research utilizing the language of the discipline.
6. Write a critically appraised topic (CAT) after synthesizing the literature as a capstone project.
7. Students will either present their CAT to their fellow athletic training students and community Athletic Trainers AND they will submit their CAT for presentation at a state, regional, or national conference OR will submit their CAT for publication in a research journal.

3.1.1. Measurement — Assessment of Students Opportunities to Identify, Read, and Critically Evaluate Relevant Research

1. Academic Course Performance – Performance on research papers, exams, assignments, and academic presentations are all utilized to measure SLO’s.
2. AT Student Clinical Evaluations – All students receive a clinical evaluation completed by their preceptor at the mid-term and conclusion of each clinical education experience.
3. AT Student Clinical Self-Evaluations – All students are required to complete a self-assessment of their clinical education experience at the mid-term of each clinical education experience.

Goal #4

To prepare students for professional practice by demonstrating appropriate foundational behaviors (Primacy of the Patient; Team Approach to Practice; Legal Practice; Ethical Practice; Advancing Knowledge; Cultural Competence; Health Care Literacy; & Professionalism).

Objectives:
1. Incorporate foundational behaviors in clinical practice.
2. Provide students opportunities for regular feedback of foundational behavior skill integration to enhance and promote their professional development.

Assessments:

4.1 Student Learning Outcome — Incorporate Foundational Behaviors

1. Preceptors model ethical behavior when addressing patient populations.
2. Preceptors maintain patient confidentiality in the clinical setting.
3. Preceptors apply evidence-based medicine during delivery of care to patient populations.

4.1.1. Measurement — Incorporate Foundational Behaviors

1. AT Preceptor Evaluations – All students are required to complete evaluations of their preceptors following each clinical education experience.

4.2 Student Learning Outcome — Provide Students Opportunities for Regular Feedback of Foundational Behaviors

Athletic training students will demonstrate the knowledge, skills and behaviors to:

1. Demonstrate and ensure patient confidentiality and privacy protocols.
2. Identify the scope of practice of other allied health care providers.
3. Document understanding of the laws and ethics governing athletic training licensure in the state of Texas, the NATA, and BOC.
4. Analyze evidence-based practices when evaluating and treating injuries/illnesses by utilizing appropriate research to match the clinical situation.
5. Applies psychosocial intervention and referral protocol regarding the patient.
6. Demonstrate cultural awareness regarding the patient and/or patient’s family members.
7. Demonstrate professionalism during clinical education experiences.

4.2.1. Measurement — Assessment of Students Opportunities for Regular Feedback of Foundational Behaviors

1. Academic Course Performance – Performance on research papers, assignments, and simulations are all utilized to measure SLO’s.
2. AT Student Clinical Evaluations – All students receive a clinical evaluation completed by their preceptor at the mid-term and conclusion of each clinical education experience.
3. Clinical Skills Assessments – Students are assessed on psychomotor skills delineated in the AT Educational Competencies during each clinical level. Psychomotor skill assessments are progressive in nature, beginning by demonstrating competency of individual skills performed in a controlled environment and ending with real life application of skills in a clinical atmosphere incorporating decision-making and critical thinking skill integration.

4. Alumni Employer Surveys – AT alumni employers will be surveyed approximately 1 year after the student’s date of graduation to determine how well they believe the TAMUCC AT program prepared the student and their overall satisfaction with the alumni as an employee.

5. Alumni Program Evaluations – AT alumni will be surveyed approximately 1 year after the student’s date of graduation to determine how well they believe the TAMUCC AT program prepared them for employment or graduate school.

**Measures, Schedule of Use, & Summary of Data**

In the Comprehensive Master Assessment Plan, all measures indicated are used annually unless otherwise stated. The AT program will present the data directly related to identified goals and objectives. Collecting and analyzing both qualitative and quantitative data is helpful to present a well-balanced view of the program. Data summary and analysis will identify AT program strengths/weaknesses, identify curricular areas needing modification and guide recommendations for overall program or curricular changes.
An Athletic Trainer’s Creed

We accept responsibility for athletes,
Who come to double days overweight and out of shape,
Who want you to lie about their height stats,
Who can never find their practice uniform.
And we accept responsibility for those,
Who forget to brush their hair for team pictures,
Who run slower than everyone else,
Who are from places we wouldn’t be caught dead in,
Who have never been away from home.
We accept responsibility for athletes,
Who bring in a week’s worth of ace bandages,
Who hug us when they are soaked with sweat and blood.
We accept responsibility for those, Who will always sit on the bench,
Who will forever play on the “scrub” team,
Who never get their uniforms dirty,
Which won’t ever see their name or picture in the paper,
Whose names people skim over in the team program,
Whose skills are lousy, but whose hearts are strong.
We accept responsibility for athletes,
Whose financial aid doesn’t come in until February,
Who are declared ineligible before they play their first game,
Who beg for aspirin, but forget to take it,
Who are always late for treatments,
Who lie about taking showers after practice,
Who say they have night class just so they can get to dinner on time,
Who squirm when they’ve got to get dressed beyond sweats,
Whose tears we sometimes laugh at, and whose smiles make us cry.
And we accept responsibility for those,
Whose feet always smell,
Who get angry for having to sit out practice,
Who hate doctors,
Whose egos are bigger than their bodies,
Who never want to be carried off the court,
Who always want to keep playing, even when their bodies no longer can.
We accept responsibility for athletes who want to be the greatest,
And for those who truly will be,
For those who never give up or quit, for those who play hard, no matter what the score.
Grant us the courage to accept these athletes,
No matter what size, shape, skill, personality.
Grant us the strength to do our best,
Care for them when they are hurt,
Encourage them when they are down,
Understand them when they are defeated,
Celebrate with them when they are victorious.
Athletic Training Program Application and Admission

Pre-Requisite Requirements

Applicants must demonstrate completion (or in-progress) of prerequisite courses with an average of a 3.0 grade point average across all courses at the undergraduate or graduate level for the following courses:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Biology</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Physics</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Introduction to Athletic Training OR</td>
<td></td>
</tr>
<tr>
<td>Anatomical Kinesiology OR</td>
<td></td>
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<tr>
<td>Prevention &amp; Care</td>
<td></td>
</tr>
<tr>
<td>Strength &amp; Conditioning OR</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Exercise Testing and Prescription</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Biomechanics [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Exercise Physiology [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 or 4 Credits</td>
</tr>
</tbody>
</table>

Admission Requirements

In order to be admitted to the TAMUCC Master of Science in Athletic Training Program, students must participate in a selective admissions procedure. The Master of Science in Athletic Training Program will operate in a cohort model. Enrollment in the program is limited and students can only enter starting Summer I of each academic year. Students will start their academic curriculum in the summer session and will move through a pre-determined program.

Applicants must have obtained a bachelor’s degree from a regionally accredited academic institution (or foreign equivalent with satisfactory completion of the TOEFL). Candidates who are in their last semester (i.e., spring semester) prior to graduation and who are on track to complete their bachelor’s degree with the specified prerequisite course work, in compliance with the grade point criteria, and required application paperwork will also be considered. Candidates who have not already obtained a degree will be conditionally admitted to the TAMUCC ATP to start summer courses.
Applicants must demonstrate an undergraduate GPA of 3.0 or higher (some exceptions are permissible).

In addition to being admitted to the Athletic Training Program, students must also apply directly to the Texas A&M University-Corpus Christi College of Graduate Studies to be considered for admission.

The priority deadline for the receipt of completed applications is March 1 (Domestic Applications) and February 15 (International Applications). The final deadline for receipt of completed applications is April 1 (Domestic Applications) and March 15 (International Applications).

Students must meet University admission requirements, as well as requirements for admission to the degree. MSAT candidate students will first apply to the Graduate Program via ApplyTexas (https://www.applytexas.org/adappc/gen/c_start.WBX).

**Application requirements specific to the MSAT Program** include:

- Documentation of Health Physical by a Medical Doctor *(Appendix B)*
- Proof of Current Vaccination Series *(Appendix C)*
  - Medical documentation for students allergic to immunizations may be provided.
- Proof of Current TB Test *(Appendix D)* (within the past month) and/or medical documentation
- Signed Technical Standards Acknowledgment Form *(Appendix E)*
- Three Professional Recommendations *(Appendix F)*
  - Please provide the information for three professional references and forms will be sent to your references to fill out.
- Students must submit official transcripts from all institutions attended with a demonstrated 3.0 cumulative GPA
- Documentation of completion of the prerequisite courses utilizing the Pre-Requisite Course Self-Audit Form *(Appendix G)*

The Admissions Committee will consider all professional and personal qualifications in determining applicants for formal admission to the program. The Athletic Training Program is competitive and only a limited number of students will be admitted each year. The number of students accepted will be determined by the number of faculty and clinical preceptors available for adequate supervision and learning. Individuals who are denied admission twice are ineligible to re-apply.

Pre-requisite courses may be considered towards the student’s application if the courses are still in-progress. Students must demonstrate at least a 3.0 Overall GPA at the time of application. Students may be admitted on a conditional status pending final grade(s) in the pre-requisite class(es). Students will be required to submit an official transcript upon completion of the coursework to be fully admitted to the AT Program. A conditionally admitted student who does not pass any outstanding pre-requisite courses with an average 3.0 GPA will have their admission revoked. Students MUST have completed all pre-requisite coursework PRIOR to starting Graduate level courses in Athletic Training.
Students who meet the required application criteria will be considered by the Athletic Training Program Admissions Committee. Qualified applicants will be granted an interview by the admissions committee.

Application requirements for international applicants:
- Copy of current visa (if applicable)
- English Language Proficiency. TAMUCC currently accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the last 2 years:
  - Official TOEFL score minimum paper-based score of 550 or internet-based score of 79-80
  - Official IELTS score minimum 6.5

**Selection Criteria for Admission**

All admissions documents will be reviewed by the College of Graduate Studies on the ApplyTexas portal. Once a completed application has been submitted, College of Graduate Studies will notify the MSAT Program Director who will have access to the ApplyTexas portal with all submitted documentation. A MSAT Admissions Committee will consist of all MSAT core faculty members.

The MSAT Admissions Committee will use the Weighted Rubric (listed below) to evaluate candidates based on their cumulative GPA, pre-requisite GPA, interview, and recommendation letters to compare candidates.

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**Weighting Scale Evaluation Tool for MSAT Admissions Committee**

**TEXAS A&M UNIVERSITY, CORPUS CHRISTI**

**MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM**

**Weighting Procedures for Selection Process**

50-point total

- **Pre-Requisite Course GPA (22 points)**
  - 3.0 = 2 pts
  - 3.1 = 4 pts
  - 3.2 = 6 pts
  - 3.3 = 8 pts
  - 3.4 = 10 pts
  - 3.5 = 12 pts
  - 3.6 = 14 pts
  - 3.7 = 16 pts
  - 3.8 = 18 pts
  - 3.9 = 20 pts
  - 4.0 = 22 pts

- **Cumulative GPA (11 points)**
  - 3.0 = 1 pts
  - 3.5 = 6 pts
  - 4.0 = 11 pts
• **Interview (10 points)** – An average score from all evaluators.
  • 5 = 10 points
  • 4 = 8 points
  • 3 = 6 points
  • 2 = 4 point
  • 1 = 2 points

• **Recommendation Form (7 points)** – Sum the point total from all questions and divide by the number of questions that the evaluator responded to (do not include "unable to evaluate"). Average the three evaluators’ scores together.
  • 4.50-5.00 = 7 points
  • 3.60-4.40 = 5 points
  • 3.00-3.50 = 3 points
  • 0.00-2.90 = 0 points

Once feedback from all members of the Section Committee are collected, the Program Administrative team will select the top candidates and will notify the College of Graduate Studies. The College of Graduate Studies will inform students of their admission to the MSAT Program.

**Technical Standards History and Rationale**

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance form discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, and “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity.”

Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their request for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodations,” including undergraduate and postgraduate schools.
Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student’s program of study, or directly related to licensing requirements, is allowable under these laws. In apply Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualification could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or responsibilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or responsibilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

Once candidates are accepted into the TAMUCC MSAT Program, they will be asked to sign the full Technical Standards form (Appendix H) as adopted from the NATA Education Council.

The TAMUCC ATP is a rigorous and intense program which places specific physical and emotional requirements and demands on the students enrolled in the program. The objective of this is to develop and prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the TAMUCC ATP and the NATA Education Council establish the essential qualities considered necessary for students admitted to the program to achieve the knowledge, skills, and competencies of an Athletic Trainer employed in the profession, as well as meet the expectations of the programs’ accrediting agency (CAATE). TAMUCC ATP is committed to the principles of equitable and accessible education and to providing reasonable accommodations to students with disabilities. The ATP endeavors to provide reasonable accommodations for qualified individuals with disabilities who apply for admission and are enrolled as athletic training students.

Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate’s existing or acquired disability, or disabilities, interfere with patient or peer safety, or otherwise impede their ability to complete the MSAT Program’s educational program and advance to graduation or certification, the candidate may be separated or dismissed from the program. Students will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the Program curriculum, and to graduate as skilled and effective practitioners. Compliance with the program’s technical standards does not guarantee a student’s success on the BOC certification exam or employment prospects.

**Observation and Perception**
Candidates must be able to accurately perceive, using senses and mental abilities, the presentation of information through:
- Small group discussions and presentations
- Large-group lectures
- One-on-one interactions
• Demonstrations
• Laboratory experiments
• Patient encounters
• Diagnostic findings
• Procedures
• Written material
• Audiovisual material

**Communication**
Candidates must be able to communicate skillfully (in English) with faculty members, preceptors, other members of the healthcare team, patients, families, and other students, in order to:

• Elicit information
• Perceive, acknowledge, and respond to nonverbal communication
• Convey information, verbally and in writing
• Clarify information
• Create rapport
• Develop therapeutic relationships

**Motor Coordination or Function**
Candidates should have enough motor function and coordination of both gross and fine muscular movements, equilibrium and functional use of the sense of touch and vision to:

• Attend (and participate in) all classes, groups, and activities in the curriculum
• Examine patients
• Elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers
• Execute motor movements reasonably required to provide general care and emergency treatment to patients including cardiopulmonary resuscitation, application of pressure to stop bleeding, application of bandages for wound care, patient transport, and manual therapies
• Perform in a reasonably independent and competent way in sometimes chaotic clinical environments

**Intellectual, Conceptual, Integrative, and Quantitative Abilities**
Candidates must be able to demonstrate higher-level cognitive abilities, which include:

• Rational thought
• Measurement
• Calculation
• Visual-spatial comprehension
• Conceptualization
• Analysis
• Synthesis
• Organization
• Representation (oral, written, diagrammatic, three dimensional)
• Memory
• Application
• Clinical reasoning
• Ethical reasoning

Professionalism: Mature and Ethical Conduct
Candidates must be able to:
• Consistently display academic integrity, fairness and respect for others.
• Promptly complete all assignments and responsibilities attendant to the diagnosis and care of patients
• Communicate with, examine, and provide care for all patients—including those whose gender, ethnicity, culture, sexual orientation, gender identity, or spiritual beliefs are different from candidates’ own
• Develop mature, sensitive, and effective relationships, not only with patients but with all members of the Program and healthcare teams
• Maintain sobriety in all academic and clinical environments, and refrain from the illegal use of substances always
• Abide by all state, federal, and local laws, as well as all University of North Carolina Wilmington codes of conduct
• Tolerate physically, emotionally, and mentally demanding workloads
• Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health
• Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty
• Take responsibility for themselves and their behaviors

Disability Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Academic Progression Through the Master of Science in Athletic Training Degree

Student Responsibility for Academic Programming and Progression

University personnel may assist students in progressing toward the degree that they are seeking. However, the final and ultimate responsibility for understanding and following the degree requirements rests with the students themselves. Each student is held responsible for knowing degree requirements, for enrolling in courses that fit into degree programs and for taking courses in the proper sequence to ensure orderly progression of work. The student must seek advice about degree requirements and other University policies when necessary. The student is held responsible for knowing and abiding by University regulations regarding the standard of work required to continue in the University, as well as those dealing with academic integrity, scholastic probation, suspension, and dismissal. Additionally, the student is expected to comply with the rules in the Student Handbook and Student Code of Conduct, as well as the processes in the latter, which are administered by the Office of Student Affairs. The Student Handbook and Student Code of Conduct are accessible at http://www.tamucc.edu/~students.

The University reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. An admission based on false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he/she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due the University will be considered receivable and will be collected.

MSAT Degree Plan

Students will progress through the Athletic Training curriculum in a cohort model. Courses are designed in a specific sequence and students are required to progress through the designed curriculum with specific requirements. Please see the course syllabi for individual course requirements.

All students must meet the ethical and professional guidelines set forth by the program. Students who violate the ethical or professional standards will be dismissed from the program, Student Handbook.

Students pursuing a Master of Science Degree in Athletic Training must maintain a (A&M Corpus Christi) cumulative graduate GPA of 3.0 or better. If a student’s cumulative GPA is less than a 3.0, the student will be dismissed from the AT Program.

Students can earn a maximum of two (2) C’s to be eligible to remain in good standing and/or graduate from the AT Program. If a student earns more than two (2) C’s at any time during the program, the student will be dismissed from the AT Program.
All requirements, including coursework at Texas A&M University—Corpus Christi, must be completed within seven (7) calendar years from the date of initial enrollment in coursework. No transfer credit will be accepted towards the Athletic Training degree.

**Curriculum Sequence**

**Texas A&M University-Corpus Christi Athletic Training Program**

### 1st Year Summer – 12 Credits
- SMED 5310 - Evidence Based Practice (3 Credits)
- SMED 5341 - Law & Ethics in Athletic Training (3 Credits)
- SMED 5200 - Taping, Bracing, and Preventative Care in AT (2 Credits)
- SMED 5321 - Lower Extremity Assessment, Evaluation, and Tx (3 Credits)
- SMED 5100 - CPR/Basic Life Support (1 Credit)

### 1st Year Fall – 10 Credits
- SMED 5322 - Upper Extremity Assessment, Evaluation, and Tx (3 Credits)
- SMED 5331 - Therapeutic Intervention I (3 Credits)
- SMED 5311 - Research I (3 Credits)
- SMED 5101 - Athletic Training Clinical Experience I (1 Credit)*

### 1st Year Spring – 10 Credits
- SMED 5323 - Head, Neck, & Spine Assessment, Evaluation, and Tx (3 Credits)
- SMED 5332 - Therapeutic Intervention II (3 Credits)
- SMED 5313 – Biological Statistics for Athletic Training (3 Credits)
- SMED 5102 - Athletic Training Clinical Experience II (1 Credit)*

### 2nd Year Summer – 8 Credits
- SMED 5324 - General Medical Conditions in the Athlete (3 Credits)
- SMED 5333 - Pharmacology for the Athlete (3 Credits)
- SMED 5103 - Athletic Training Clinical Experience III (1 Credit)*
- SMED 5100 - CPR/Basic Life Support (1 Credit)#

### 2nd Year Fall – 10 Credits
- SMED 5334 - Emerging Practice in Athletic Training (3 Credits)
- SMED 5342 - Sports Psychology in Athletic Training (3 Credits)
• SMED 5343 - Administration, Leadership & PD in AT (3 Credits)
• SMED 5104 - Athletic Training Clinical Experience IV (1 Credit)*

2nd Year Spring – 7 Credits
• SMED 5312 - Research Methods II (3 Credits)
• SMED 5335 - Athletic Training Seminar (3 Credits)
• SMED 5105 - Athletic Training Clinical Experience V (1 Credit)*

Total Number Credits Required to Complete Master’s Degree: 57 Credits

* Clinical Internship Course
# CPR Course is taken each year

Retention Standards

As a student in the Athletic Training Program you must:
• Enroll as a full-time student.
• Maintain a cumulative grade point average of 3.0 or higher.
• Achieve satisfactory evaluations in each Clinical Experience course before progressing.
• Meet regularly for academic advising with AT Program Faculty.
• Successfully complete coursework in the sequence indicated by the program of study, unless approved by Athletic Training Program Director.
• Abide by the Code of Ethics as established by the National Athletic Trainers' Association and the Board of Certification.
• Abide by the Athletic Training Handbook
• Maintain current ATrack account
• Maintain a current NPI number

Failure to meet the above standards may result in dismissal from the TAMUCC ATP.

Clinical Practical Examinations

Students will take a clinical practical examination at the end of the semester during their corresponding clinical courses. Students must earn at least an 80% during final semester examinations in order to pass the clinical course. If a student earns less than an 80%, then students will be given one additional opportunity to pass the examination. Students must schedule and take the second final practical examination within a reasonable time frame (students are required to wait at least 24 hours between tests). If a student does not pass on the second attempt, then the student will be given an F in the course and will be required to retake the clinical course. It is very important that students can demonstrate both the knowledge and skills of athletic training in order to prepare students to successfully pass the Board of Certification (BOC) examination and to prepare them to be exceptional clinical athletic trainers. Please see your syllabi for your clinical course for more details.
Exit Exam

Students in their last academic year must take a paid exit exam. The students will be given a preliminary paid practice exam at the beginning of the semester to give the students feedback. Students then must pass the exit exam given at the end of the semester to be eligible to progress to SMED 5335 Athletic Training Seminar. All examinations will be online with the initial testing cost covered by the department and/or college.

Students must obtain an average passing grade across all five (5) BOC role delineation study domains (Domains I-V) to pass the course. A passing grade is an average of 70% across the five (5) BOC domains. A passing score in the BOC National examination is 62.5% (500 points out of 800 points is required to pass all five domains); however, the program is setting a higher exit testing standard for students. A 69.9% does not round up to a 70%.

If students do not pass on the first attempt, students may pay for additional tests (up to two [2] different than the original test) to prove competency and readiness to take the BOC examination and to progress to SMED 5335 Athletic Training Seminar. Students who chose to retake the practice examination will be required to provide the examination results by logging into their account in front of either the program director or coordinator of clinical education.

If students choose not to retake the examination, then they will be dismissed from the TAMUCC ATP.

Additional practice examinations will be given within SMED 5335 Athletic Training Seminar and will be proctored to help promote readiness to take the BOC examination.

Athletic Training Workshops

The Program offers at least 5 workshops throughout the semester. Workshops will be scheduled to avoid class conflicts for most students. The workshop schedule will be announced to the students via email, BlackBoard and/or ATrack. Students are required to select, and fully attend and participate at least 3 workshops during each semester to receive 30 points. There will be no partial points given – student either receives 30 pts (for attending ≥ 3 workshops) or 0 pts (for attending < 3 workshops, or not attending any at all). Students must be present and actively engaging throughout the workshop period to be recognized as “attended.” If a student is late or leaves early for unexcused reasons, the student will be allowed to be at the workshop for the content, but the attendance will NOT be granted. Note that there may be a few mandatory workshops that require everyone’s attendance (i.e. Emergency Care Workshop in Fall) – students will be notified at least a month prior to the event date when a mandatory workshop occurs so that they can make necessary arrangement.

Appeal of Academic Action & Students Right to Appeal

Students may appeal admissions decisions, retention decisions, or dismissal decisions by submitting a formal letter of appeal to the Athletic Training Program Director. The AT Program
Director will refer the matter to the Chair of the Kinesiology Department. The Chair for the Kinesiology Department will appoint an Appeal Review Committee including: two Athletic Training core faculty members, and one member from the Department of Kinesiology faculty. The Appeal Review Committee will evaluate the student’s letter of appeal and investigate the matter and will render a written verdict on the matter. The Chair of the Kinesiology Department will notify the AT Program Director and the student of the committee’s decision in writing. Students can further appeal the decision by submitting a formal appeal to the appropriate university body (e.g. College of Education and Human Development, Student Affairs, Academic Affairs, and/or College of Graduate Studies).
# Estimated Annual Program Costs & Fees

## Estimated Tuition and Fees:
The following are projected tuition and fees assessed for students enrolled in the TAMUCC MSAT Program. Please know that tuition may change due to University policy. Every attempt will be made to keep students aware of any changes.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ESTIMATED EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Tuition</td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees for 1 credit hour</td>
<td>$630.61</td>
</tr>
<tr>
<td>Tuition &amp; Fees for 2 credit hour</td>
<td>$978.20</td>
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<tr>
<td>Tuition &amp; Fees for 3 credit hour</td>
<td>$1325.79</td>
</tr>
<tr>
<td>Online Credit Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Projected Cost of MSAT Program for Resident</strong></td>
<td><strong>$25,994.32</strong></td>
</tr>
<tr>
<td>Non-Residential Tuition</td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees for 1 credit hour</td>
<td>$1112.13</td>
</tr>
<tr>
<td>Tuition &amp; Fees for 2 credit hour</td>
<td>$1941.29</td>
</tr>
<tr>
<td>Tuition &amp; Fees for 3 credit hour</td>
<td>$2770.44</td>
</tr>
<tr>
<td>Online Credit Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Projected Cost of MSAT Program for Non-Resident</strong></td>
<td><strong>$54,053.24</strong></td>
</tr>
</tbody>
</table>

## Estimate of Additional Costs:
The following are projected costs to be enrolled in the TAMUCC MSAT Program. The cost projections do not include books, tuition, or student fees incurred outside of the Athletic Training curriculum. Please note that the Bookstore and/or the University without prior knowledge may increase costs. Every attempt will be made to keep current and prospective Master of Science in Athletic Training students up to date of any additional costs.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ESTIMATED EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Examination &amp; TB Test/Verification</strong></td>
<td><strong>Approx. $30.00-$60.00 each</strong></td>
</tr>
<tr>
<td>Students are required to provide proof of an annual physical examination, TB Test or and/or physician verification documentation, and up-to-date immunizations (as outlined in the application documentation and student handbook). In addition, students must demonstrate proof of a current TB test each year.</td>
<td></td>
</tr>
<tr>
<td><strong>NATA Annual Membership</strong></td>
<td><strong>Approx. $80.00 per year</strong></td>
</tr>
<tr>
<td>Students are required to become a NATA member while enrolled in the MSAT Program. Students have access to member benefits including: committee and volunteer opportunities;</td>
<td></td>
</tr>
</tbody>
</table>
eligibility for scholarship; discounts to attend conferences and to apply for the BOC examination; access to resources: career center, membership directory, membership statistics, AT salary survey, NATA News, Journal of Athletic Training, and Athletic Training Education Journal.

**ATrack Membership**

<table>
<thead>
<tr>
<th>Subscription</th>
<th>$45.00 Annual or $90 Lifetime</th>
</tr>
</thead>
</table>

Students are required to purchase a membership to ATrack. Students will log their clinical experiences on ATrack, can track their program progress, complete clinical evaluations, and will be required to upload program specific documents. Students are encouraged to purchase the $90 lifetime subscription in their first year of the program.

**Clothing & Shoes**

All MSAT Program students will be required to purchase their own clothing and footwear, if necessary, to comply with the official dress code of the MSAT Program (student handbook). Students are encouraged to purchase Adidas apparel and footwear as the TAMUCC Athletic Department is sponsored by Adidas.

**Transportation to Clinical Sites**

All MSAT Program students will be responsible for all travel costs (gas, mileage, insurance, etc.) when traveling to clinical sites. During some clinical experiences, students will be expected to travel off-campus to clinical sites (travel distances may vary dependent upon clinical site placement. The program will attempt to provide most clinical experiences within a 60-mile radius of the Texas A&M University-Corpus Christi campus. However, students may choose to participate in clinical experiences at further distances.

**Transportation to Professional Conferences**

MSAT Program students will be required to submit their capstone project to an Athletic Training conference of choice and/or will submit to an Athletic Training related journal of choice. Students will be responsible for all costs associated with traveling to conferences and/or journal publishing fees (students are encouraged to not submit journals to predatory “pay-to-play” journals).

**Blood Borne Pathogen Exposure**

If a student is exposed to blood borne pathogens during a clinical experience, then the student will be immediately referred to the University Student Health Center. The cost for student exposure testing and treatment will be billed to the student’s insurance, when available, or the student will be responsible for the cost of the services provided.

**Background Checks**

Students may be required to fulfill a personal background check in order to be allowed to participate in clinical hours. Students are responsible for the cost of the background check. When this is necessary, the MSAT Program Director and Coordinator of clinical education will provide explicit directions to MSAT Program students in order to have this completed.

**Student Liability Insurance**
Students are encouraged to purchase their own student liability insurance. The NATA offers discounted rates for members through specific insurance carriers.
Clinical Experiences in Athletic Training

Athletic Training Students are an integral part of building the foundation for the Athletic Training Program. The AT Program is striving to gain a reputation for preparing students to become certified athletic trainers and for promoting the profession of athletic training. To build a quality program, it is important that the athletic training students excel both academically and clinically.

Students will be assigned to a variety of hands-on clinical experiences both with TAMUCC’s NCAA Division I intercollegiate athletic teams as well as a variety of off-campus affiliate sites. Clinical experiences provide students with an abundance of practical experience and knowledge of a variety of health care settings. All MSAT Program students will be responsible for all travel costs (gas, mileage, insurance, etc.) when traveling to clinical sites. During some clinical experiences, students will be expected to travel off-campus to clinical sites (travel distances may vary dependent upon clinical site placement. The program will attempt to provide most clinical experiences within a 60-mile radius of the Texas A&M University-Corpus Christi campus. However, students may choose to participate in clinical experiences at further distances.

Student Clinical Responsibilities

1. Students in the program must adhere to all policies in the MSAT Athletic Training Student Handbook.

2. Students must submit to a criminal background check if required by an off-campus clinical site. The student is responsible for any fees involved in obtaining the criminal background check.

3. Liability insurance is required for all students in the program. Students registered for clinical experience courses are automatically enrolled in a liability insurance policy. The fees are included in the materials fee charged for the clinical experience course. A copy of the policy and its coverage can be found in the Program Director or Department of Kinesiology Administrative Assistant’s files.

4. Students are responsible for providing their own transportation to off-campus clinical sites.

There will be no discrimination in assigning rotations based on the sex, ethnicity, religious affiliation, or sexual orientation of the athletic training student for the sport they will be assigned. The process will simply examine the best fit for the student and their learning needs.

Specialized Experiences will be arranged on a case by case basis but must be coordinated between the Program Director, Coordinator of clinical education, Athletic Training Student, and Supervising Preceptor.

Clinical Experience Expectations

The clinical education component of the MSAT program at TAMUCC consists of five (5) semesters in which the student will be actively engaged in clinical supervision with a certified athletic training or other approved clinical supervisor. Clinical experiences will range from the collegiate setting, the high school setting, the general medical setting, and potentially new
emerging settings. Clinical experiences will provide students with a diverse background of patient care. MSAT students can expect to work with a variety of populations and demographics during the clinical experience including:

- Working with patients throughout the lifespan (pediatric, geriatric, and adult)
- Working with different sexes
- Working with various levels of activity and athletic ability (recreational and competitive, individual and team activities, varying levels of intensity)
- Working with individuals in non-sport activities

Clinical rotations may occur in the morning, afternoon, or evening and also on the weekends and sometimes holidays. Students are expected to have an open and flexible schedule to accommodate appropriate clinical experiences. Some sports begin in-season activities prior to the first school day in the fall (Fall – football, volleyball etc.; Spring – basketball etc. Starting clinical experience hours early must be approved by the Coordinator of Clinical Education and/or the AT Program Director to ensure all appropriate documentation is in place for the student and their respective clinical site.

**Supervision**

Supervision of MSAT students should occur along a continuum of development that allows for students to transition from interdependence to independence based on the students’ knowledge and skills, as well as the context of care. The *athletic training student must be supervised at all times* during clinical experience by a clinical preceptor or other approved health care provider. Clinical supervision should also follow the recommendations and requirements of the Texas state practice act for Athletic Training.

If the situation should arise when the preceptor is called away from the clinical setting, the athletic training student must accompany the preceptor if possible or return to the Athletic Training Center. If the athletic training student returns to the Athletic Training Center, the student can continue his/her clinical experience ONLY if the student can be supervised by another preceptor until the student’s assigned preceptor returns.

In the event where the preceptor must leave temporarily (5 minutes or less) to tend to a patient, retrieve equipment, answer a phone call, take a biological break etc., the athletic training student can provide emergency first aid and CPR/AED care only and has no authority to make clinical decisions within the scope of a licensed professional.

MSAT students will complete a majority of clinical experiences under the direct supervision of an approved clinical preceptor. A clinical preceptor as defined by the CAATE is an individual that will supervise and engage students during clinical education. All preceptors supervising MSAT students must be licenses health care professionals and credentialed by the state of Texas. All preceptors must be board of Certification approved and in good standing. Certain clinical supervision may occur with an approved health care provider that is not a licensed, and BOC certified athletic trainer. These health care providers may include a nurse practitioner or a physician assistant working in a capacity of direct patient care with individuals in a field or direct
relevancy to the MSAT program: orthopedics. Students will be assigned to a preceptor rather than a specific sport or patient population

Under the direct supervision of a preceptor or clinical supervisor assigned by the Program. Most of Clinical experience hours the hours will be earned while working with TAMUCC intercollegiate athletic teams; however, there will be an opportunity for Equipment Intensive, Physical Therapy, Orthopedic, Emerging Practice Settings, and General Medical experience at off-campus locations. Clinical assignments will be made by the Program Director and Coordinator of Clinical Education and Program Director. after consultation with the students.

All students must complete clinical rotations to include the following categories:
• Patients from various levels of the lifespan: adolescent, pediatric, geriatric, adult
• Patients of different sexes
• Patients from different socioeconomic statuses
• Patients from varying levels of activity: recreational or competitive, high and low intensity activities, individual and team activities
• Patients who participate in non-sport activities

Students are expected to attend all athletic training classes and clinical experiences. Students cannot gain the knowledge base necessary to perform the clinical skills without attending class, paying attention, and studying regularly. Class attendance and academic progress will be monitored throughout the academic year. If any student is having difficulty in a class, it is important that the student speak with the course instructor, seek tutoring if available, or any additional help.

Affiliated Clinical Education Sites

Clinic Sites

Coastal Bend Family Medicine, 5920 Saratoga Blvd, Suite 425, Corpus Christi, TX 78414
Corpus Christi Medical Associates, 6200 Saratoga Blvd, Corpus Christi, TX 78414
New Stride Physical Therapy, 14302 Nemo Ct, Corpus Christi, TX 78418
Orthopaedic Center of Corpus Christi, 6118 Parkway Dr, Corpus Christi, TX 78414
Shea Physical Therapy, 5440 Everhart Rd, Suite 1, Corpus Christi, TX 78414

Sport Sites

Calallen High School, 4001 Wildcat Drive, Corpus Christi, TX 78410
Carroll High School, 5301 Weber Rd, Corpus Christi, TX 78411
King High School, 5225 Gollihar Rd, Corpus Christi, TX 78412
Miller High School, 1 Battlin Buc Blvd, Corpus Christi, TX 78408
Ray High School, 1002 Texan Trail, Corpus Christi, TX 78411
Tuloso Midway High School, 2653 McKinzie Rd, Corpus Christi, TX
Gregory-Portland High School, 4601 Wildcat Dr, Portland, TX 78374
Veterans Memorial High School, 3750 Cimarron, Corpus Christi, Texas 78414
## Sample Clinical Experience Matrix

<table>
<thead>
<tr>
<th>Semester</th>
<th>Weeks</th>
<th>1st Year Masters</th>
<th>2nd Year Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic</td>
<td>Clinical</td>
</tr>
<tr>
<td>Maymester</td>
<td>2 Weeks</td>
<td>Week 1</td>
<td>None</td>
</tr>
<tr>
<td>Summer I</td>
<td>5 Weeks</td>
<td>Week 1</td>
<td>SMED 5310 - Evidence Based Practice (Online)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2</td>
<td>SMED 5341 - Law &amp; Ethics in Athletic Training (Online)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3</td>
<td>None</td>
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<tr>
<td></td>
<td></td>
<td>Week 4</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 5</td>
<td>None</td>
</tr>
<tr>
<td>Summer II</td>
<td>5 Weeks</td>
<td>Week 1</td>
<td>SMED 5200 - Taping, Bracing, and Preventative Care in AT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2</td>
<td>SMED 5211 - Lower Extremity Assessment, Evaluation and Tx</td>
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<td></td>
<td>Week 3</td>
<td>SMED 5100 - CPR/Basic Life Support</td>
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<td>Week 4</td>
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<tr>
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<td>Week 5</td>
<td>None</td>
</tr>
<tr>
<td>Fall</td>
<td>15 Weeks</td>
<td>Week 1</td>
<td>SMED 5522 - Upper Extremity Assessment, Evaluation and Tx</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2</td>
<td>SMED 5331 - Therapeutic Intervention I</td>
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<tr>
<td></td>
<td></td>
<td>Week 3</td>
<td>SMED 5101 - Athletic Training Clinical Experience I</td>
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<td>Week 4</td>
<td>SMED 5103 - Athletic Training Clinical Experience I</td>
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<td></td>
<td>Week 4</td>
<td>None</td>
</tr>
<tr>
<td>Spring</td>
<td>15 Weeks</td>
<td>Week 1</td>
<td>SMED 5323 - Head, Neck, &amp; Spine Assessment, Evaluation, and Tx</td>
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<td></td>
<td></td>
<td>Week 2</td>
<td>SMED 5332 - Therapeutic Intervention II</td>
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<td>Week 3</td>
<td>SMED 5313 - Biological Statistics for Athletic Training</td>
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<td>Week 4</td>
<td>SMED 5102 - Athletic Training Clinical Experience II</td>
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<td>High School Clinical Experience</td>
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<td>None</td>
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</tbody>
</table>
Per CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs, students must engage in many different clinical experiences during their time at TAMU-CC. Students will have 5 clinical courses but may have more than one clinical experience for each course.

According to the CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs Standards:

**Standard 16** The clinical education component is planned to include at least one athletic training immersive clinical experience.

**Standard 17** A program’s clinical education component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients:
- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different socioeconomic statuses,
- of varying levels of activity and athletic ability (for example, competitive and recreational,
- individual and team activities, high- and low-intensity activities),
- who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

**Standard 18** Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

Clinical assignments will be announced to the students as early as possible for returning athletic training students to assist them with scheduling their courses for the next semester/year. New students to the program will receive their clinical assignments during their athletic training orientation meeting.

**Clinical Experience Potential Matrix**

Clinical experiences include:
1. Collegiate Sport Assignment (1st year fall)
2. High School Clinical Experience (1st year spring)
3. Orthopedic Clinical Experience (2nd year summer)*
4. High School Football (2nd year fall)
5. General Medical Rotations, Physical Therapy Rotations (2nd year fall)
6. Collegiate Sport experience (1st 7 weeks, 2nd year spring)
7. Student chosen clinical experience from: HS, Collegiate, or Orthopedic (2nd 7 weeks, 2nd year spring)*
   *Immersive experience
<table>
<thead>
<tr>
<th>Semester</th>
<th>Weeks</th>
<th>Clinical</th>
<th>2nd Year Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maymester</td>
<td>~2 Weeks</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Summer I</td>
<td>5 Weeks</td>
<td>None</td>
<td>Collegiate Sport Assignment</td>
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<tr>
<td></td>
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<td>(Athletes of Different Genders)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Immersive Clinical Experience - Ortho</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(Patients Throughout the Lifespan)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(Patients of Different Socioeconomic Status)</td>
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<tr>
<td>Summer II</td>
<td>5 Weeks</td>
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<tr>
<td>Fall</td>
<td>15 Weeks</td>
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<td></td>
<td></td>
<td>(Athletes of Different Genders)</td>
<td>(Individual and Team Activities)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Individual and Team Activities)</td>
<td>(Athletes of Different Socioeconomic Status)</td>
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<td>(Athletes in Non-Sport Activities)</td>
<td>ER/IM/PT/OT/Urgent Care/Dental (1 week rotations)</td>
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<td>(Patients Throughout the Lifespan)</td>
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<td>Winter</td>
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<td>None</td>
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<td>Spring</td>
<td>15 Weeks</td>
<td>High School Clinical Experience</td>
<td>Collegiate Sport Assignment</td>
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<td>(Athlete Throughout the Lifespan)</td>
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<td>Immersive Clinical Assignment - High School</td>
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<td>(Dependent Upon Setting)</td>
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Practicum Courses

The following practicum courses address competency in skills and knowledge learned in the courses taken the previous semester.

SMED 5101 – Athletic Training Clinical Experience I
- SMED 5310 – Evidence Based Practice
- SMED 5341 – Law & Ethics in Athletic Training
- SMED 5200 – Taping, Bracing, and Preventative Care in Athletic Training
- SMED 5321 – Lower Extremity Assessment, Evaluation, and Treatment
- SMED 5100 – CPR/Basic Life Support

SMED 5102 – Athletic Training Clinical Experience II
All skills, evidence, and specific theoretical concepts from preceding courses in addition to:
- SMED 5322 – Upper Extremity Assessment, Evaluation, and Treatment
- SMED 5331 – Therapeutic Intervention I

SMED 5103 – Athletic Training Clinical Experience III
All skills, evidence, and specific theoretical concepts from preceding courses in addition to:
- SMED 5323 – Head, Neck, & Spine Assessment, Evaluation, and Treatment
- SMED 5331 – Therapeutic Intervention II

SMED 5104 – Athletic Training Clinical Experience IV
All skills, evidence, and specific theoretical concepts from preceding courses in addition to:
- SMED 5324 – General Medical Conditions in the Athlete
- SMED 5333 – Pharmacology for the Athlete

SMED 5105 – Athletic Training Clinical Experience V
All skills, evidence, and specific theoretical concepts from preceding courses in addition to:
- SMED 5334 – Sports Psychology in Athletic Training
- SMED 5331 – Administration, Leadership, & PD in Athletic Training

Practicum Practical Exams

Students will be assessed for skill competency and contingent of matriculation to the next phase of the MSAT program. Students who do not earn a “B” or better will be provided one additional opportunity to demonstrate their competency. Second attempts lower than a “B” will result in the student being dismissed from the MSAT program and is not allowed to matriculate in the curriculum.

Documentation of Clinical Experiences
It is the student’s responsibility to accurately record hours on the designated timesheet each day (www.atrackonline.com/). Failure to do so may result in a reduction of the Clinical Education grade for that semester. Students will have to log their hours in a timely fashion. ATrack will not let you log hours that are over a week old; therefore, it is the student’s responsibility to ensure hours are logged daily to receive credit for hours completed.

Falsifying the hours log will result in immediate disciplinary action. It is the student’s ultimate responsibility with the assistance of the preceptor to ensure that the appropriate number of hours are being met and not exceeded. Additionally, it is required that each student have 1 day with no clinical experience hours each seven-day period. Students should also collaborate with their preceptors to create and coordinate weekly schedules.

The goal of requiring clinical hours is to provide students the opportunity to have direct contact with patients and to gain valuable experience utilizing clinical skills. Thus, hours may only be counted for practices, competitions, scheduled treatment and rehabilitation sessions, time at clinical sites, office visits, evaluations, and surgeries. Hours spent in clinical (lab) class, proficiency assessments and peer reviews, study tables, workshops etc. does not count as clinical hours.

**Clinical Hour Requirements**

Each clinical rotation/practicum course has a clinical education hours requirement associated with it. Students in general should be at their clinical education site when their preceptor is there with at least one day off for every seven days. Below are the hours requirements for each clinical rotation.

**SMED 5101 Clinical Experience in AT I**
- Minimum: 200 clinical hours
- Maximum: 600 clinical hours

**SMED 5102 Clinical Experience in AT II**
- Minimum: 200 clinical hours
- Maximum: 600 clinical hours

**SMED 5103 Clinical Experience in AT III (Immersive Clinical Experience*)**
- Minimum: 100 clinical hours
- Maximum: 400 clinical hours

**SMED 5104 Clinical Experience in AT IV**
- Minimum: 200 clinical hours
- Maximum: 600 clinical hours

**SMED 5105 Clinical Experience in AT V (Immersive Clinical Experience*)**
- Minimum: 400 clinical hours
- Maximum: 1000 clinical hours
* An immersive clinical experience is a practice-intensive experience that allows the students to experience the totality of care provided by athletic trainers (As cited by CAATE 2020 Professional Standards).

For students to successfully complete the Clinical Experience course with a passing grade, students must complete the minimum hour requirement for the semester. Failure to do so will result in a failing grade in the Clinical Experience course, and the student will not be able to proceed to the next clinical level/course.

**Patient Encounter Tracking**

Clinical education in Athletic Training has evolved from an apprenticeship model to a competency-based instruction model, with a common theme of learning through direct patient contact.

Students in the AT Program will be required to track and document their patient encounters during their clinical experiences in addition to documenting their clinical hours. Tracking patient encounters are important to the MSAT Program as they can help ensure that students are being exposed to a variety of health and injury conditions commonly seen within the Athletic Training setting. Additionally, the MSAT Program can track student’s exposures to the different practice opportunities as required in Standard 17 of the 2020 Standards for Accreditation of Professional Athletic Training Programs. When students have not had a sufficient patient encounter with different practice opportunities, then the program will have standardized patient opportunities to help supplement their clinical experience.

According to the NATA Best Practice Guidelines for Athletic Training Documentation, “ATs should document any patient encounter. A patient encounter is defined here as any interaction with a patient when an athletic training service is provided or a communication occurs regarding their health status. Communication regarding a patient’s status may include, but is not limited to, written, verbal, or electronic communication with any individual or entity.

ATs should be familiar with the definition of patient encounter if it is identified in one’s state practice act and/or rules and regulations. In addition, there should be a clear understanding between the AT, the supervising physician, and the employer with regard to what is considered a patient encounter. This should be accomplished through written standing orders between the directing physician and the AT. Patient encounters may also be addressed in one’s policy and procedure manual.” (p. 6).

The definition of a patient encounter is further described in the Management Strategies in Athletic Training 5th Edition text by Richard Ray and Jeff Konin: “A patient encounter is any interaction that an athletic trainer has with a patient that is related to the patient’s medical history. This could include an actual assessment, treatment intervention, or consultative advice.” (p. 168).
For the purposes of our program and for documentation, AT Students will need to document each patient encounter that lasts more than 5 minutes and includes any relevant exchange related to the patient’s medical history. Students will document these patient encounters on ATrack.

**Orientation to the Site**

The student must contact the assigned Preceptor at least 48 hours prior to the scheduled start of the rotation. Please schedule a time to visit your clinical site and Preceptor prior to starting your rotation. The Preceptor will orient you to their clinical site.

This orientation will include, at minimum:
- A tour of the facility
- A review of the Emergency Action Plan for each venue at the facility
- A review of dress code and professional expectations for the facility
- A discussion with the student to plan mutual goals for the rotation
- A review of Preceptor expectations
- Schedule planning

The Student and Preceptor will sign an Orientation verification form and will upload to ATrack.

**Background Checks**

Students must submit to a criminal background check if required by an off campus clinical site. The student is responsible for any fees involved in obtaining the criminal background check.

**Clinical Rotation Evaluations**

Evaluations are a crucial part of the academic process, both for the program and the Athletic Training Student. Students and preceptor are required to complete the following evaluations, which include, but are not limited to:
- Mid-Semester ATS Self-Evaluation
- End of Semester ATS Self-Evaluation
- ATS Evaluation of the Preceptor
- ATS Clinical Site Evaluation
- Mid-Semester Preceptor Evaluations of the ATS
- End of Semester Preceptor Evaluation of the ATS

Evaluations occur at least twice during the semester. Once at the mid-term, and at the completion of the semester via on-line survey media (ATrack).

**Clinical Site Visits**
The Program Director, Coordinator of Clinical Education or their designee will conduct at least one clinical site visit each semester. The purpose of these visits is to observe the Athletic Training Student in their clinical rotation and to facilitate communication with the student and the Preceptor regarding the student’s progress and experience at the clinical site.

**Remuneration Policy**

No student shall receive payment for clinical hours completed during each practicum course. Any student found receiving a “salary” from clinical site will receive a clinical hours suspension and a program infraction. Students are eligible to receive scholarships to assist with tuition and fees.

**Outside Employment**

Students are not prohibited from outside employment. However, if a student does have a job, it is the student’s responsibility to coordinate their work schedule, so it does not interfere with the student’s class and/or clinical schedules. A schedule conflict with your job is not considered an excused absence from either classroom or clinical hours. If a student is absent for a class or a clinical assignment due to an unexcused absence, an incident report will be placed in the student’s file. This may result in a reduction in the student’s grade in the respective clinical course.

**Request for Absence Form**

Students are responsible for attending each of their clinical rotation assignments. If a student cannot attend their scheduled time, they must notify the supervisor of the assigned team or setting immediately by submitting a Request for Absence Form (*Appendix I*). Students may utilize a Request for Absence Form once per semester which can excuse a student from assigned clinical experience time for any reason but must be completed in advance of the event.
Professionalism of the Athletic Training Student

Professionalism as an athletic training student includes the conduct or qualities that characterize the profession of athletic training. Students in the Athletic Training Program should not only strive to learn the content knowledge and skill proficiency, but also practice professional and ethical behavior. Each student will be evaluated on such behavior by every preceptor he/she is assigned with the goal of continued professional growth. The following is a sample list of professional qualities that are included in student evaluations. Each student is expected to:

- Be punctual in reporting for clinical assignments and meetings. (Please clarify with your preceptor their definition for punctual. In some cases, being punctual may mean being at least 15 minutes early. This should be defined and understood during an orientation meeting.)
- Fulfill the time requirements of the AT Program for clinical experiences Dress appropriately (See the Dress Code in the AT Student Handbook)
- Follow directions given by clinical preceptors
- Demonstrate the initiative to learn
- Complete assignments thoroughly and on-time
- Follow the policies and procedures of the clinical setting
- Demonstrate the ability to accept criticism
- Demonstrate knowledge and decision making at his/her competence level
- Be an effective resource for others
- Demonstrate a positive attitude and professional demeanor
- Perform routine or needed tasks without being told
- Display effective communication
- Treat others with respect

All athletic training students are expected to treat each other and the professional staff with respect. If there is a conflict, it should be dealt with privately and professionally. Do not bring personal problems into the clinical setting. The Athletic Training Center is not the place for socializing. Students, staff, and faculty should always strive for professional conduct. For the program to excel, it is vital that all athletic training students, staff, and faculty can collaborate and work together.

In certain settings, students may interact more with some coaches than others. If a coach asks a student to perform a task for him or her that seems unreasonable or contrary to the directions from your supervising athletic trainer, contact your preceptor immediately. If you have a conflict with a coach, maintain your professionalism and contact your supervising preceptor immediately. Students should avoid conflict with members of the coaching staff and allow supervising athletic trainers to handle these situations.

Each student is expected to exude a high level of sportsmanship and professionalism when representing the athletic training staff, the University, and/or affiliate sites. Remember students are there to observe, learn, and practice your athletic training skills. Even though you may be attending a game as a fan in the stands, please remember that you still represent the athletic
training program, the athletic department, and the University. The primary goal of an Athletic Trainer

Relationships with student-athletes, other athletic training students, preceptors, patients, parents, coaches, and employees at various clinical sites should remain professional. This is particularly important with individuals you will have direct contact with at your clinical site. **Dating individuals which you have a professional relationship is strongly discouraged.** If you do develop a relationship (or if you have a previous relationship) with someone with whom you work, it may be perceived as a conflict of interest. Relationships, including non-romantic friendships, can place an athletic training student in a difficult position as you are helping to make decisions regarding other people and your relationship could make it difficult to make impartial medical decisions. It is the athletic training student’s responsibility to notify the Coordinator of Clinical Education and AT Program Director about potential conflicts of interest as soon as possible so clinical reassignment can be arranged in order to maintain professional relationships in the workplace.

**Personal Qualities**

Among the most important personal qualities expected of an AT Program student are dedication, dependability, and loyalty. Unexcused absence and/or tardiness will not be tolerated in the academic or clinical settings. Friendliness, sincerity and integrity also rank high as desirable personal qualities. You are preparing for your future as a public health care professional, people are always watching, and you represent the program and your preceptors. Please represent yourself and the profession well.

**Behavior**

The following code of conduct will be expected of every AT Program student.

- Maintain your athletic training clothing and wear it in any clinical setting.
- Conduct yourself in a mature, professional manner.
- Complete clinical education experiences as scheduled by your Preceptor and/or Clinical Coordinator.
- No personal communication devices are to be carried at clinical site without prior approval by Preceptor through the Clinical Coordinator and Program Director.
- If you are caught using social media in any inappropriate you will be written up and depending on the severity, you may be dismissed from the AT Program.
- Please realize that your social profile is an extension of you and your personal life should be kept separate from your professional life.
- Follow the policies and procedures of the specific clinical site where you are completing clinical education experiences.

**Appearance and Dress**

All athletic training students should observe good practices of personal hygiene and appearance. Athletic Training Students shall wear appropriate, professional attire any time they are representing the athletic training program. Anytime you are in the athletic training facility,
students are required to follow the dress code. This includes, but is not limited to clinical hours, class time, and/or lab time.

Each clinical site and supervisor may dictate the appropriate dress which may be more stringent than our policy; however, our policy is the minimum standard for the program. Students should be mindful that they always represent Texas A&M University-Corpus Christi and the AT Program whether they are in their clinical experience or not. People around the program know who you are, so regardless if you are dress and participating in clinical assignments, you are associated with the University, community and program.

The TAMUCC Islander Athletic Department has an exclusive contract with Adidas; therefore, Adidas apparel is preferred to other competing brands such as Nike, Under Armour, Puma, Reebok, etc. If a student is issued Department gear such as tennis shoes, shirts, and/or shorts, etc. students are encouraged to wear this gear to practices and games unless dress attire (i.e. dress slacks, shirt & tie or blouse, and dress shoes) is preferred by the preceptor. Please address these expectations in your orientation meeting with your preceptor at the beginning of the semester!

Students, who have been accepted to the AT Program and are assigned to off-campus clinical rotations, may receive clothing from a respective clinical site. Students are expected to wear clothing and gear issued by their site and comply with each site rules regarding dress.

Socks must always be worn. Hats can be worn at outdoor practices only and must be an Islanders hat. T-shirts and polo shirts must always be tucked, except female- cut polo shirts that are too short. Non-compliance will result in disciplinary action.

Professional Dress Includes, but is Not Limited To:

• A neat, clean, professional personal appearance is an important step in gaining respect of athletes, coaches, and the general public. Do not neglect your responsibilities in this area.
• Personal grooming and hygiene must likewise be neat, clean and professional. This means shirts tucked in and clothes will be wrinkle free.

**Professional Student Appropriate Practice Attire**

• Islander t-shirt (tucked in) or polo shirt
  o The mid-section should not be exposed at any time
  o T-shirts and collared shirts are appropriate if they are official Islander apparel
  o T-shirts and collared shirts are appropriate if they are not TAMUCC apparel only if they are in solid school colors (grey, white, royal blue, or Kelly green).
  o Collared shirts must cover the shoulders and must not be too low cut
  o Sleeves will not be tucked in/under at clinical sites (shirts should NOT look like a cut off)
  o No low-cut tops, tank tops or spaghetti strap tops (this includes game day apparel)
  o Vulgar writing, alcohol, or tobacco slogans are inappropriate
• Islander shorts, university issued athletic shorts, khaki/black shorts, khaki/black capri pants, or khaki/black pants (slacks)
• All shorts must be at least as long as fingertips of the individual’s extended arm as it is by their side (all the way around the short)
• Yoga pants, running tights, sweats, mesh athletic shorts, etc. are not acceptable articles of clothing for the clinical setting
• Khaki includes light colors such as: stone, sand, and tan (this does not include olive, army green, brown, etc.)

• All clothing must be free of holes or fraying
• Brown or black belts are required if your pants cannot be held up on their own
• Only closed-toe shoes will be worn in the clinical setting
  • Tennis shoes (preferred)
  • Shoes with socks (required)
• Digital or analog watch with a second hand must always be worn in the clinical setting

**Event Coverage**

• Appropriate for the event/sport
• Athletic Training polo shirt, khaki/black shorts or pants, OR dress clothes
• No stilettos are allowed at any time. Shoes should be worn that allow you to effectively complete ALL clinical tasks

**Team Travel**

• Professional dress attire (i.e. slacks and polo) or other approved attire according to team travel rules is always required
• Travel by bus or van: sweat suits may be worn during travel to and from the destination
• Travel by plane: professional dress attire (or other approved attire according to team travel rules) is required

**Hair, Jewelry, Body, Art, Etc. In Any Clinical Setting**

• Hair style must be clean, neat and professional
• Hair needs to be appropriate for clinical situations (long hair should be pulled back)
• Jewelry may be worn, but must not interfere with the clinical experience
• No large rings, large hoop earrings, or bulky necklaces
• Clean fingernails are a must
• Fingernails need to be trimmed short
• Synthetic fingernails are always prohibited as they have been proven to harbor bacteria, if you are caught with synthetic fingernails you will be sent home and subjected to loss of clinical hours until they are removed at the individual's expense
• Beards and mustaches must be neatly trimmed and professional
• Pierced body parts other than pierced ears are discouraged. Use discretion and be professional. You must also abide by any team rules while you are assigned to that team.
• Attention causing tattoos are discouraged. Tattoos that include profanity, racist or sexist are prohibited and must always be covered including classroom experiences.
  • Students should make every attempt to cover tattoos during games.
• No new piercings and/or tattoos will be acquired while in the Athletic Training Program as they are an open wound and pose a health risk to the individual and those with whom the individual has contact, including athletes, instructors, preceptors, and classmates
  o Students who get a new tattoo during the academic year will be removed from their clinical experience for 6 – 8 weeks, or until the tattoo has fully healed as evaluated by the Program Director and Medical Director, due to safety concerns for the individual as well as others

If you are asked by a member of the athletic training staff to correct a dress code violation, you will need to correct the violation immediately. If the violation cannot be corrected immediately, you will be sent home and you will forfeit your clinical hours for the day.

Modes of dress or personal grooming which are deemed unprofessional or inappropriate by the AT Program and/or Preceptors will not be tolerated. Students will be given the opportunity to correct the inappropriate dress, failure to do so will result in a programmatic infraction and/or removal from the program based on severity of infraction
Absences

Absences from Academic Responsibilities

Attendance of class is the basis of the University concept and imperative for understanding of the course material. All class sessions are mandatory. The only excused absences must be related to University sanctioned events or holidays. If you have the opportunity to travel with a sport team, please coordinate with your course instructor BEFORE the date of travel to determine if you are able to go. While Instructors realize that the importance of being able to travel, there may be specific instances that are Students who know of a specific date (a wedding, family reunion, etc.) they are unable to attend their academic courses where missing is not conducive.

Sudden Absence Due to Illness or Emergency

It is inevitable situations may arise and a student might have to miss class or clinical due to an illness. It is the student’s responsibility to notify the instructor and/or preceptor prior to this absence OR as soon as possible in the event of an illness, accident, etc. Students may be required to provide documentation of the injury, illness, accident, etc. It is the student’s responsibility to make up any work missed. If a student missed clinical hours, it is the individual’s responsibility to coordinate with their preceptor to make up their clinical hours.

Tardiness

Habitual lateness will not be tolerated. Your clinical start time is set between your Preceptor and you. You need to make arrangements to be at your clinical site and classes and to be present at your assigned times. Your late arrival is disruptive to the entire class. On your first tardy, you will receive a written warning from the instructor (with the Program Director and Coordinator of Clinical Experiences copied).

Your late arrival to clinical experiences appears extremely unprofessional and may demonstrate that you do not care about the assignment. Please make every attempt to be on time. If you are going to be late, please communicate as early as you can with your Preceptor. On your first clinical tardy, you will receive a written warning from your Preceptor (with the Program Director and Coordinator of Clinical Experiences copied). Additionally, it is within your Preceptor’s prerogative to send you home. If a situation arises where you will be late, it is your responsibility to notify your Preceptor know you will be late and when to expect you.
Disciplinary Action

All Athletic Training Students are expected to adhere to all TAMUCC ATP and clinical experience institutional policies. In the event, a faculty member or a Preceptor finds a student acting outside the policies of TAMUCC Athletic Training Program or ethical guidelines, he/she may reprimand the student, file an Incident Report (Appendix J) with the Program Director. Athletic Training Students are expected to satisfactorily complete their clinical experience and their classroom experience in a manner that positively reflects the TAMUCC ATP and the profession of Athletic Training. Failure to do so will result in disciplinary action being taken by the AT Program Director or Coordinator of Clinical Education. If a student feels he/she has been treated unfairly in this process, he/she can submit an appeal in writing to the AT Program Director within two (2) days of the incident. Anytime a student is reprimanded, all documents related to the incident will become part of the student’s permanent file in the Program Director’s office.

Reprimand Procedures

Student Behavioral Incident Reports are used to provide a tool for documenting inappropriate behavior and subsequent discussions regarding the behavior. Behavioral Incident Reports will directly impact clinical experiences grades by dropping the final grade according to the severity of the violation.

1. A Behavioral Incident Report must be completed within 3 weekdays of a violation.
2. A meeting must be conducted between the supervisor and the student within 3 weekdays to discuss the report or the student is not allowed to engage in his/her clinical experiences.
3. The student is allowed the opportunity to add their comments to the Behavioral Incident Report regarding the incident.
4. Violations will be ranked:
   - **Severe Violations** include, but are not limited to: very serious offenses that show disregard for the NATA Code of Ethics, safety of a student-athlete, violation of university regulations, or theft or destruction of university equipment or property.
   - **Moderate Violations** include, but are not limited to: verbal abuse of staff, peers, or university employees, failure to abide by policies and procedures set forth in this handbook or specific to the clinical site, breaking patient confidentiality, and being habitually late or absent for clinical assignments.
   - **Minor Violations** include, but are not limited to: minor infractions of student handbook rules or inappropriate behaviors displayed by the student such as: tardiness, unprofessional language and conversation, and unauthorized use of telephones and computers.
5. Overall clinical experience course grades (percentages) will be impacted based on the severity of the violation (severe: 25 percentage points, moderate: 15 percentage points, minor: 5 percentage points). After four minor violations, two moderate violations, or one severe violation, the student shall be placed on probation. Any violation occurring after the student has been placed on probation may result in suspension from the program.
6. A supervisor may immediately suspend a student from his/her clinical rotation due to student-athlete or patient safety issues, use of or influence of illegal drugs or alcohol, or destruction of university property. A meeting must be conducted between the AT Program
Director, the Coordinator of Clinical Education, the supervising athletic trainer, and the student within 3 weekdays to discuss the incident. The student may then be dismissed from the program.

Appeal of Disciplinary Action & Students Right to Appeal

Students may appeal disciplinary decisions by submitting a formal letter of appeal to the Athletic Training Program Director. The AT Program Director will refer the matter to the Chair of the Kinesiology Department. The Chair for the Kinesiology Department will appoint an Appeal Review Committee including: two Athletic Training core faculty members, and one member from the Department of Kinesiology faculty. The Appeal Review Committee will evaluate the student’s letter of appeal and investigate the matter and will render a written verdict on the matter. The Chair of the Kinesiology Department will notify the AT Program Director and the student of the committee’s decision in writing. Students can further appeal the decision by submitting a formal appeal to the appropriate university body (e.g. College of Education and Human Development, Student Affairs, Academic Affairs, and/or College of Graduate Studies).
Legal Issues in Athletic Training

An athletic trainer is defined as a qualified allied healthcare professional educated and experienced in the management of healthcare problems associated with sports participation. The athletic trainer works in cooperation with the physician and other allied healthcare personnel for the ultimate good of the athlete. The athletic trainer must also work with the other members of the medical team as well as the administrators, parents, athletes, and coaches in providing efficient and responsive athletic healthcare. The student will learn the applications of the athletic training profession as taught in the classroom as well as the clinical experiences. It is the responsibility of the licensed/certified athletic trainers to teach the athletic training students.

There are many legal implications in athletic training. You must always be aware of what you are doing and know the consequences if you fail to act as a normal prudent person. You must be willing to accept the responsibilities of your actions and do not do anything that leaves any doubt in your mind as to its soundness. Keep in mind that you will affect more people by your actions in the athletic training profession than any other healthcare team member. You are in continuous contact with coaches, parents, administrators, fans, and most importantly, student-athletes or patients. Your actions will affect the patient in the present and in the future. Therefore, you must keep the patient's welfare uppermost in your mind. The effects of your actions will be lasting. Make every effort possible to help keep the patient mentally and physically healthy so that they can enjoy their current activities as well as being able to continue to be physically active the rest of their lives. As an athletic training student, you must follow the guidance of the assigned preceptor and Physicians. Do not place yourself in a position of compromise when the patient’s wellbeing is at stake. Do not attempt a procedure that has not been approved by the preceptor and physician. Do not attempt a procedure that you have not been declared proficient in by the preceptors. Do not make statements about the condition, injury, treatment, or general physical status to unauthorized personnel. This also includes private information discussed within the facility and private meetings. When present, the Physician makes the final decision if the injured patient can be released. If not, then the preceptor will make the final decision. The decision is made to assure the safety and welfare of the patient.

Legal Terminology

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<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Liability</td>
<td>The state of being legally responsible for the harm one causes another person.</td>
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<tr>
<td>Negligence</td>
<td>The failure to use ordinary or reasonable care.</td>
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<tr>
<td>Injury</td>
<td>An act that damages or hurts.</td>
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<tr>
<td>Assumption of Risk</td>
<td>The individual, through expressed or implied agreement, assumes that some risk or danger will be involved in the undertaking.</td>
</tr>
<tr>
<td>Accident</td>
<td>An act that occurs by chance or without intention.</td>
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<tr>
<td>Tort</td>
<td>A legal wrong committed against another person.</td>
</tr>
<tr>
<td>Act of Omission</td>
<td>An individual fails to perform a legal duty.</td>
</tr>
<tr>
<td>Act of Commission</td>
<td>An individual commits an act that is not legal to perform.</td>
</tr>
<tr>
<td>Statute of Limitation</td>
<td>A specific length of time that individuals may sue for damages from negligence.</td>
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Risk Management Documentation Following MSAT Program Admission

Confidentiality

At various times students may be asked questions regarding the medical or playing status of a student-athlete or patient by a member of the media or someone else outside of the athletic training program. This information is confidential and may not be released. Students approached about the medical or playing status of a student-athlete should refer that person to the Head Athletic Trainer, the athlete him/herself, the supervising athletic trainer for that sport, or to the head coach of that sport. All written and verbal reports or correspondence regarding a student-athlete’s medical or playing status is confidential and must be handled accordingly.

Texas A&M University-Corpus Christi Athletic Training Program has an ethical, legal and moral obligation to protect the confidentiality of our student-athletes and any patient that you may come into contact with during your clinical rotations (Appendix K). Protected health information will be held in the strictest confidence and in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). All information relating to student-athlete or patient evaluation, care, treatment, rehabilitation, condition, payment or operations constitutes confidential information.

- Athletic Training Students shall never discuss a student-athletes or patient’s condition with any individual who is not directly supervising the athletic training student in the clinical setting (i.e. Preceptors, Team Physicians and other Health Care Providers) at Texas A&M University-Corpus Christi. Reasonable accommodation should be made to ensure the privacy of all student-athletes and patients such as discussing any questions in private with Preceptors, Physicians, and other health care providers.

- Any disclosure of protected health or confidential information by Athletic Training Students could render Texas A&M University-Corpus Christi, Athletic Training Staff, Team Physicians, and other health care providers liable for damages. Any Athletic Training Student who violates the confidentiality of student-athletes and/or patients during clinical rotations/assignments will result in immediate disciplinary action by the Director of Athletic Training. Disciplinary action may include suspension or termination from the clinical rotation and may also result in suspension or termination from the Athletic Training Program at Texas A&M University-Corpus Christi. Documentation of any such incident will be kept in the Athletic Training Student’s academic file.

- Should the Athletic Training Student feel that confidential or protected health information has been disclosed to an unauthorized individual or entity, he/she should immediately notify the Approved Clinical Instructor, Clinical Instructor, Physician or other health care provider who is supervising the Athletic Training Student in the clinical setting so that the Director of Athletic Training can be notified immediately and appropriate follow up can be made with the student-athlete or the patient involved.
**Liability**

Whether utilizing athletic training skills on a fellow athletic training student or a patient in the clinical setting, it is part of the student’s responsibility to make every effort to protect the welfare of any student-athlete, patient, coach, athletic trainer or other athletics personnel during an athletics practice or competition. Our main objective is SAFETY. The future well-being of the patient is of utmost importance. Remember what Hippocrates said “First, “Do No Harm.” Make sure actions are those of a reasonable and prudent person. Students are expected to know their responsibilities and limitations as an athletic training student and not exceed them.

In order to prevent any type of injury or accident from occurring, students should always be aware of what is going on around you. Students and staff are expected to take a proactive approach to preventing accidents. Communication plays a key role. Students are to notify their supervisor something needs to be repaired. This may be as simple as picking up a piece of trash, wiping or mopping a wet spot on the floor, or moving a piece of equipment to a different location.

**Liability Insurance**

Each student in the program is required to have liability insurance coverage. Each athletic training student is enrolled in a blanket liability insurance policy by the Department of Kinesiology. The policy provides up to $1,000,000 coverage per incident and $3,000,000 coverage per year. The fees for this insurance are paid through the materials fee charged for enrollment in the Clinical Experience courses. It is important that each athletic training student is enrolled in a Clinical Experience course each semester to maintain their liability insurance coverage. A copy of the policy is kept in the Kinesiology Department.

**Communicable Disease**

Upon formal admission to the MSAT Program, students will be scheduled for a Program Orientation meeting. Students will be educated and informed about risk management protocols for the Athletic Training Program and will be asked to sign forms to memorialize their training.

The following policy and procedures are designed to address appropriate notification and control of communicable disease.

A communicable disease is defined as a disease that may be transmitted directly or indirectly from one individual to another. Diseases such as streptococcal sore throat and influenza can be spread by discharges from the nose or throat, either by droplet through the air or by contact with objects contaminated by these discharges. Thus, they can be spread by casual contact such as those that occur in a school setting or healthcare environment. Some vaccinations are available to help prevent disease transmission (Appendix L) and blood borne pathogens (Appendix M). Students will be trained regarding Universal Precautions as well (Appendix N).
Any Athletic Training Student that is diagnosed by a medical professional with having a communicable disease that may be transmitted by casual contact shall immediately notify the Director of Athletic Training, the Texas A&M University-Corpus Christi University Student Health Center and their clinical supervisor if applicable.

Students may not participate in clinical rotations and field experience (on-campus or off-campus) while they are affected by a communicable disease. Students may only return to clinical rotations and field experiences with written permission of the attending physician and with notification to the University Student Health Center.

**Personal Health Insurance**

Students are encouraged to have their own personal health insurance policy, but it is not required for program admission or retention. Students will be asked to share information about their personal health insurance policy with the AT Program (Appendix O). This information will ONLY be used in the event an Athletic Training Student becomes injured or ill. This information can help the Preceptor to refer the individual to the most cost-efficient medical care available. Students are responsible for all medical costs associated with participation in the MSAT program including those for injuries and illness.

**Bloodborne Pathogens Policy**

American Red Cross bloodborne pathogen training will be provided for all students (Appendix M). Renewal of this training will be done yearly for all returning athletic training students along with CPR/AED for the Professional Rescuer recertification as needed at the beginning of each Summer.

Athletic Training Students will be provided Personal Protective Equipment and should be practicing Universal Precautions (Appendix N) when participating in the classroom or at their clinical experience sites.

Bloodborne pathogens are defined as disease-causing microorganisms that can be transmitted through blood contact. Bloodborne pathogens of concern include Hepatitis B (Appendix L), Hepatitis C or HIV. Below are some definitions that will assist in managing situations where bloodborne pathogens may be present.

- **Infectious Materials** – body fluid such as vomit, feces, urine, or saliva which could be contaminated with blood or blood itself

- **Contaminated** – presence of blood or other infectious materials on an item or surface

- **Decontamination** – use of physical or chemical means to remove or destroy bloodborne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles. Commercial solutions (i.e. Sanicide or Iso-Quin) are usually used to decontaminate.
If an athletic training student experiences an exposure to blood or body fluids via mucous membrane or non-intact skin, the following procedure must be followed.

The student and preceptor will:
1. Wash the area thoroughly
2. Report to his/her immediate supervisor and the AT Program Director to discuss follow-up testing and/or treatment.
3. Complete an incident/injury report (Appendix P), with a description of the occurrence including detailed information as to where and how exposure occurred, and if the exposure was related to a sharp device, the type of device, and how and when in the course of handling the device the exposure occurred. The report will be kept in the student’s permanent file with the AT Program Director.

_The student with an exposure will be immediately referred to the University Student Health Center. The cost for student exposures testing and treatment will be billed to their insurance when available or the student will be responsible for the cost of the services provided._

**Social Media and Digital Professionalism Policy**

Digital and Social media play a significant role in our daily lives. We have embraced technology in new and over-reaching ways in and out of the classroom. Sometimes the line of what should remain private and what is public information has become blurred. Social media can be an effective way to advocate for the profession; however, in sharing information we need to be cognizant that we are not violating patient’s rights to privacy. It is our hope that these guidelines will allow you to build a responsible “digital footprint” which will follow you as an individual, student and professional. Students must sign the TAMUCC MSAT Social Media and Digital Professionalism Form (Appendix Q).

**Some Thoughts on Social Media Identities and Digital Professionalism:**
(Courtesy of Denise Fandel and Susan McGowan as representatives of the Board of Certification [BOC])

- Your professional identity extends into all online communities you join, and you are still a professional there
- Establish and sustain an on online professional presence that befits your responsibilities while representing your interests … but be selective where you establish a profile.
- Use privacy controls to manage more personal parts of your online profile and do not make public anything that you would not be comfortable defending as professionally appropriate in a court of law or in front of a disciplinary panel
- Think carefully and critically about how what you say or do will be perceived by and reflect on others, including individuals and organizations. Act with appropriate restraint
Almost everything online can be monitored, recorded or data mined by multiple groups. Consider every action online as permanent. Think carefully and critically how what you say or do online today will be perceived in years to come.

Pretense and deceit are inappropriate behaviors for health professionals. Do not impersonate or seek to hide your identity for malicious or unprofessional purposes.

Be aware of the potential for digital attack or impersonation. Know how to protect your reputation and what steps to take when it is under attack.

Behave professionally and respectfully in all venues and using all media and take responsibility for modeling positive digital professionalism to others.

**Digital and Social Professionalism for the TAMUCC Athletic Training Student:**

Please keep the following guidelines in mind as you participate on social networking web sites and in your clinical experiences:

- Before participating in any online community understand that anything posted online is available to anyone in the world. Any text or photo online is completely out of your control the moment it is placed online – even if you limit access to your site.

- You should not participate in social media activities including those with student-athletes’ at TAMUCC unless it is directly related to coursework at the university. Keep professional relationships professional. It is recommended you end these media-based relationships as soon as the course is completed.

- You should not post information, photos, or other items online that could embarrass you, your family, your team, and the athletic department, or Texas A&M University-Corpus Christi.

- You should not post your home address, local address, phone number(s), birthday, or personal information. You could be opening up yourself to predators.

- Be very cautious of posting your whereabouts or travel information. While it might be exciting for you to travel with a team, announcing travel plans may allow predators to violate your residence and/or vehicle while you are gone.

- Athletic training faculty, coaches, and athletic department administrators can and do monitor these web sites. Any inappropriate content on these sites will be addressed immediately.

- Potential employers, internship supervisors, graduate programs, and scholarship committees now search these sites to screen candidates and applications.

- General rule of thumb: if you wouldn’t show a postings and/or pictures to your grandparent and/or a child then you shouldn’t be posting the information. Be cautious!
• Once information is posted, you never truly get it back! Someone somewhere has seen it and the damage is done.

• Be very careful when you speak or post things. Once they’re out there it can only be forgiven…. Not forgotten.

• If you do have a social media site, it might be prudent to change your password frequently to prevent someone hacking your account.

• It is to your advantage to inform your friends about the dangers of posting unflattering or unprofessional photos or posts of you. Even though you cannot control what other people post, be vigilant about the company you keep and their social media habits.

• It may be in your best interest to unfriend people whom negatively reflect on your professional public image.

• Courts have determined recently that first amendment rights do not always apply to social networking sites.

• Courts have determined that posting “likes” on Facebook can be used against a person and is not a liberty protected by the first amendment rights.

• Use common sense, do not friend people online that you do not know! Protect yourself and use common sense.

• If a student is caught engaging in inappropriate, detrimental or derogatory behaviors, the student will automatically fail the course, be removed from the program, and turned into the university ethics board.

• Cell phones are permitted in class and clinical experiences but should not be used unless there is an emergency. If you are caught taking a picture with your cell phone or a camera during class or clinical experiences, you will face at minimum, a program violation. Because you are an allied health care professional, pictures (either for private or public use) can violate patient privacy laws; therefore, phones should not be visible in the classroom, athletic training center or clinical sites.
TAMUCC Athletic Training Operational Procedures

Facility Rules

Athletic Training Center Rules and Regulations

1. Report all injuries immediately to an athletic trainer.
2. All treatments must be initiated by a member of the athletic training staff. Student-athletes may not treat themselves or prescribe their own treatment.
3. The Athletic Training Center is a co-ed facility. Appropriate dress is always required.
4. All belongings (coats, shoes, boots, backpacks, etc.) should be left in the locker room or outside the Athletic Training Center during the visit.
5. Absolutely no tobacco at any time on athletic fields, courts, or athletic training facilities. Food and drinks (except water) are not allowed in the treatment areas of any Athletic Training Centers at any time.
6. Student-athletes may not use any equipment in the Athletic Training Center without the supervision of an athletic trainer.
7. Excessive noise or the use of inappropriate language while using the Athletic Training Center will not be tolerated.

Parking

Island Hall

Students and staff may pull up to the utility room door for loading/unloading or injury. Time in this loading zone is limited and parking will not be tolerated.

Field House

Students and staff may park next to the Field House for loading/unloading of supplies and equipment only. Physicians may park next to the Field House during clinic time with appropriate identification in the front window. At no time shall a staff member or student drive on a sidewalk or on the grass to gain closer access to the Field House or the Fields.

American Bank Center

Students may park in Lot 3 when working an event at the American Bank Center. Students must show their credential to gain access to the lot. Students may not park on the loading dock unless they are loading/unloading supplies. Only staff with the appropriate parking pass may park on the loading dock during the event.
**Whataburger Field**

Students working an event at Whataburger Field may park in the lot on the west side of Whataburger Field. Students must show their credential to gain access to the lot.

**First Aid and Emergency Care**

The athletic training student’s role in an emergency will be determined by the Certified and/or Licensed Athletic Trainer with direct oversight. Students should never provide care without direct supervision by a Certified and/or Licensed Athletic Trainer. Students may only perform tasks which they are authorized to perform. For example, if the student is Professional Rescuer Certified, he/she can provide care within that certification. Also, students are only authorized to perform skills for which they have shown to be proficient; therefore, students may not perform tasks unless they have been authorized to do so by their clinical preceptor and the Coordinator of Clinical Education Coordinator. All preceptors will be continually informed of the authorized skills a student may perform during their clinical experiences by the Coordinator of Clinical Education Coordinator or AT Program Director. However, it is ultimately the responsibility of the student to only perform those skills that they are authorized to perform.

University vehicles should be used by staff athletic trainers or athletic training students (must be approved University driver) to transport student-athletes when available and appropriate (as determined by the Certified and/or Licensed Athletic Trainer). However, **athletic training students should never transport student-athletes in personal vehicles.**

Emergency Action Plans for each site should be provided to the student on the first day at that site, and any questions/clarifications should be made between the clinical preceptor and the student. A copy of the Emergency Action Plan for each clinical site will be uploaded on ATrack.

**Emergency Procedures**

Emergency Action Plans (EAPs) will be provided at each site and/or within the medical kit of the Athletic Trainer. The EAP includes information about location of emergency equipment, site address, entrances for emergency personnel and vehicles, and nearest hospital. It is always best to err on the side of caution and activate EMS in emergency situations. Students are prohibited from transporting student-athletes in personal vehicles.

Athletic Training Students and staff are expected to review the EAPs at each site a minimum of twice a year (the beginning of each semester). During review of the EAP, students and staff are to discuss and understand specific roles of the personnel in an emergency. If the situation calls for modification of the procedure to ensure the safety of the patient or the response team, the licensed athletic trainer shall assign roles to Athletic Training Students as needed.
**Athletic Training Students & OTC Medications**

At no time may an athletic training student handle any prescription medications unless it is to hold onto medication that has already been dispensed to the student-athlete (i.e. asthma inhaler). Athletic Training Students may only administer over-the-counter medications under the direct supervision of a credentialed athletic trainer (reference the Athletic Training Staff Operating Guidelines). Before any student distributes an OTC to a student-athlete, he/she must know the indications and contraindications for that OTC and obtain a history of relevant medical conditions and drug allergies. Only single doses of an OTC may be given out. Any time an OTC is provided to a student-athlete, it must be recorded in the OTC log.

**Physician Referral**

In non-emergency situations, the supervising staff athletic trainer shall decide whether to refer an athlete to the team physician. If the student-athlete visits a physician without a referral from a staff athletic trainer, he/she will be held financially responsible for the charges from the visit. At no time may any athletic training student or coach schedule an appointment for a student-athlete to visit a physician without authorization from the supervising athletic trainer.

The team physician is responsible for referring student-athletes to outside medical specialists. Without the team physician’s referral, the student-athlete will be held financially responsible for the charges from the visit unless approved by the Head Athletic Trainer. If a student-athlete is under the care of any physician for an injury or illness, he/she must have clearance by the team physician to return to participation.

**Record Keeping**

All injuries should be recorded by completing an injury report using SportsWare as soon after the injury as possible. The supervising athletic trainer for the sport shall then update the case daily (progress, change in participation status, etc.). All injury treatment and rehabilitation interventions must be recorded in the student-athlete’s file within SportsWare or within the paper file for a given patient. Students entering notes in SportsWare must provide their name at the end of the note.

**Student Travel**

Students may travel with their clinical preceptors to away competition, conferences and for other learning experiences. Students must be supervised by their clinical preceptor when performing clinical skills during away trips. The same procedure as if at home should be followed for caring for the student-athlete if he/she is injured or becomes ill during competition. Students and/or clinical preceptors are expected to notify the Coordinator of Clinical Education PRIOR to travel. When a student is traveling, emergency contact information must be taken with the clinical preceptor and a copy turned into the University Police Department prior to departure.
Additionally, it is the student’s responsibility to speak with instructors to plan for course work to be made up, if available.

**Transporting Student-Athletes**

Athletic training students on occasion may be asked to accompany a student-athlete to doctor’s appointment. Athletic training students should use this opportunity as a learning experience. Unless the student-athlete objects, the athletic training student should be present in the exam room while the doctor is evaluating the student-athlete. When the athletic training student returns the student-athlete to the Athletic Training Center, the student must communicate with the student-athlete’s supervising athletic trainer regarding the doctor’s recommendations.

Only students approved by the Athletic Department may transport a student-athlete. At **NO** time shall a student use his or her personal vehicle to transport a student-athlete. Athletic training personnel are encouraged to use departmental vehicles for transportation of student-athletes and students when available.

**Emergency Contact Information**

Each athletic training student is required to provide the Emergency Contact Information on ATrack. This information is available to The Coordinator of Clinical Education, the AT Program Director and the student’s clinical preceptor(s). Should the athletic training student become ill or injured during his/her clinical experience and need emergency care, a member of the athletic training staff shall contact the student’s emergency contact person listed on the form.

When a student has the opportunity to travel with a team while accompanied by his/her clinical preceptor, emergency contact forms must be turned into University Police Department prior to departure from campus (preferably with that sport’s emergency contact forms).
Professional Athletic Training Information

Professional Association Memberships

Students are encouraged to join the National Athletic Trainers’ Association if they are accepted to the Professional Phase of the Athletic Training Program. Membership in the NATA will provide benefits to the student. Professional Athletic Training Students apply online. Membership benefits include:

- A subscription to the Journal of Athletic Training and NATA News
- Access to the placement vacancy notices
- Reduced rates for registration to the NATA Annual Meeting
- Reduced rates for taking for the BOC exam
- Eligibility for NATA scholarships
- Membership to Regional (SWATA) and state (TSATA) associations and all benefits pertaining to (e.g. scholarships)

Students are also encouraged to join the SWATA Athletic Training Students’ Association (SWATA). This is a student organization within the Southwest Athletic Trainers’ Association (NATA District VI). Students can join online separately for the District, or a paid membership through the NATA will cover the District Dues. Membership to the NATA includes membership to SWATA. Members of SWATA are also eligible for scholarships through SWATA.

Other professional associations with benefits for athletic training students are the National Strength and Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM).

Membership benefits of the NSCA include:

- Reduced rates for sitting for the CSCS (Certified Strength and Conditioning Specialist) exams and NSCA-CPT (NSCA Certified Personal Trainer) exams
- NSCA-CPT (NSCA Certified Personal Trainer) exams
- NSCA Career Services.
- Educational resources and products at a member discount
- Eligibility for NSCA scholarships and grants
- For more information about the National Strength and Conditioning Association, check their website.

Membership benefits of the ACSM include:

- Subscription to Medicine & Science in Sports & Exercise, Exercise and Sport Sciences Reviews, and the Sports Medicine Bulletin
- Discounted registration for any ACSM national meeting, ACSM Certification exams, ACSM self-test fees, insurance and consumer products, and submission fee to Medicine & Science in Sports & Exercise
• Access to and inclusion in ACSM's electronic membership directory
• Access to an online mentoring program
• Access to group rate insurance (including liability insurance)
• For more information about the American College of Sports Medicine, check their website.

Islander Student Athletic Trainers’ Association

The Islander Student Athletic Trainers’ Association (ISATA) is a recognized student organization on the campus of TAMUCC. The objectives of ISATA are to increase awareness of the athletic training profession, provide educational opportunities for students, and to raise funds to assist members in attending professional workshops. All students in the program are encouraged to participate in ISATA.

Professional Seminar Attendance

Students are encouraged to attend seminars, workshops, and lectures that pertain to athletic training profession. Professional seminars that are recommended include, but are not limited to, the NATA Annual Meeting & Clinical Symposium, the SWATA Annual Meeting & Clinical Symposium, and the National Strength Conditioning Association Annual Meeting. When attending a seminar, everyone shall wear appropriate professional dress and conduct him or herself accordingly.

Board of Certification (BOC) Requirements

Per http://www.bocatc.org/candidates/exam-eligibility:

In order to attain BOC certification, an individual must complete a professional level athletic training program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification exam. A list of accredited programs can be found on the CAATE website.

In order to qualify as a candidate for the BOC certification exam, an individual must be confirmed by the recognized Program Director of the CAATE accredited education program.

For additional information regarding exam policies and procedures including fee structure, see the BOC Exam Candidate Handbook.

For additional information regarding the exam application process, see Easy Steps for Online Exam Application Approval.

Texas State Athletic Trainer License Requirements

Per https://www.tdlr.texas.gov/at/at.htm:
Specialized Education and Training

1. A baccalaureate or post baccalaureate degree from an accredited college or university and one of the following: (a) current licensure, registration, or certification as an athletic trainer issued by another state, jurisdiction, or territory of the United States; or (b) current national certification as an athletic trainer issued by the National Athletic Trainers Association Board of Certification (NATABOC).

2. In lieu of the requirements in #1 above, a person shall hold a baccalaureate or post-baccalaureate degree which includes at least 24 hours of combined academic credit from each of the following course areas: (A) human anatomy; (B) health, disease, nutrition, fitness, wellness, emergency care, first aid, or drug and alcohol education; (C) kinesiology or biomechanics; (D) physiology of exercise; (E) athletic training, sports medicine, or care and prevention of injuries; (F) advanced athletic training, advanced sports medicine, or assessment of injury; and (G) therapeutic exercise or rehabilitation or therapeutic modalities; In addition, a person must have completed an apprenticeship program in athletic training that (a) consists of 1800 clock-hours completed in college or university intercollegiate sports programs; (b) is based on the academic calendar; (c) is completed during at least five fall and/or spring semesters; and (d) is completed while enrolled as a student at a college or university for at least 1500 of the 1800 clock-hours.

3. In lieu of the requirements in #1 and #2 above applicants shall have a baccalaureate or post-baccalaureate degree in athletic training from a college or university which held accreditation, during the applicants matriculation at the college or university and at the time the degree was conferred, from a nationally recognized accrediting organization that is approved by the board.

4. All applicants must hold current certification in adult cardiopulmonary resuscitation (CPR) or current certification for emergency medical services (EMS) with the Department of State Health Services.

5. Applicants who hold a degree in physical therapy or corrective therapy should refer to the board's rules for specific information about licensure requirements.

6. Applicants must successfully complete the Texas Athletic Trainer Written Examination and the Texas Athletic Trainer Practical Examination. If an applicant has taken and passed the BOC certification exam on or after January 1, 2004, that applicant may be eligible for licensure without taking these exams. See the board rule at 22 Texas Administrative Code §871.9 (m) for details.

Jurisprudence Exam

All Applicants must complete the board's jurisprudence examination and submit proof of completion.
Appendix A: Handbook Acknowledgment

I have been accepted into the Master of Science in Athletic Training Program at TAMUCC and I am acknowledging that I have read and understand the rules, policies and procedures documented in the 2020-2021 Athletic Training Handbook.

By signing this statement, I agree to abide by all guidelines contained herein. I understand the TAMUCC ATP, the Department of Kinesiology, and the College of Education and Human Development have the right to periodically review and update its procedures and guidelines in order to serve the needs Texas A&M University-Corpus Christi, the TAMUCC Athletic Training Program, the Commission on Accreditation of Athletic Training Education (CAATE) and to respond to mandates of the Texas State Legislature, Texas Board of Governors, Texas Education Coordinating Board, the federal government, and other regulatory and accrediting agencies.

The 2020-2021 MSAT Athletic Training Handbook is not all inclusive of all Texas A&M University-Corpus Christi and College of Education and Human Development guidelines, policies, procedures, and regulations. The College of Education and Human Development reserves the right to change, rescind, or include additional procedures and guidelines in the Texas A&M University-Corpus Christi Master of Science in 2020-2021 Athletic Training Handbook. I understand that such changes may occur without notice. I also understand this page will be kept in my digital student file in the office of the Athletic Training Program Director until graduation. A copy can be made available for my records, upon request.

Signature: _________________________________________________

Print Name: ________________________________________________

Date: _____________________________________________________
Appendix B: Documentation of Health Physical by a Medical Doctor

Each student must complete a medical examination performed by a licensed MD, DO, PA or NP prior to admission to the pre-professional phase of the program. Prior to each subsequent year and prior to engaging in any clinical experiences, the student must renew his/her medical clearance by obtaining a medical clearance and a TB test. These documents will be kept in the student’s file with the AT Program Director.

Examples of Typical Skill Needed to Complete Essential Tasks

• Students typically sit for 2-6 hours daily in the classroom, stand for 1-2 hours daily at practice and must be able to ambulate approximately 10 yards indoor or outdoor over rough terrain.
• Students frequently lift less than 10 pounds and occasionally lift between 10-20 lbs. overhead.
• Students occasionally carry up to 25-30 lbs. while walking up to 10-20 feet.
• Students frequently exert 25 pounds of push/pull forces to objects up to 50 feet.
• Students frequently twist, bend, stoop, and kneel on the floor up to 15 minutes.
• Students frequently move from place to place and position to position and must do so at a speed that permits safe handling of classmates or injured athletes.
• Students frequently coordinate verbal and manual activities with gross motor activities.
• Students use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured athletes.
• Students often work within an electrical field.
• Students will need to have 20/40 vision (or corrected to) to view activities.
• Students frequently need basic neurological function to perceive hot, cold, change in contour of surface/body part.
• Students need to possess the ability to make and execute quick, appropriate and accurate decisions in a stressful environment.

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
MASTER OF SCIENCE IN ATHLETIC TRAINING

This student is seeking enrollment into an allied health education program. Please examine this student and determine whether the student can perform the typical skills needed to complete the program’s requirements. It is the policy of the Texas A&M University System that no person shall be denied admission nor graduation based on any disability, provided that the person demonstrates ability to meet the minimum standards of the program.

Technological compensation can be made for disabilities in some areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary to observe or interpret information or to perform procedures compromises the essential function of the athletic trainer and may jeopardize the safety of the patient.
Please have a medical professional (MD, DO, NP, or PA) fill out the attached Health Physical Medical Clearance Form. If you doctor’s office has a similar form that they normally use, then you may submit the office form as part of your application packet. Please make sure the medical professional signs and dates the Health Physical Medical Clearance Form.

HEALTH PHYSICAL MEDICAL CLEARANCE FORM FOR ADMISSION

Information for the Examining Physician:

This student is seeking enrollment into an allied health education program. Please examine this student and determine whether the student can perform the typical skills needed to complete the program’s requirements. It is the policy of the Texas A&M University System that no person shall be denied admission nor graduation based on any disability, provided that the person demonstrates ability to meet the minimum standards of the program.

PHYSICAL EXAMINATION

Patient Information (to be completed by patient)

Patient’s Name_________________________________ Today’s Date ___________________________

Date of Birth ________________________________

Medical History

Do you have, or have you had, any of the following illnesses and/or conditions? (Please Circle)

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<thead>
<tr>
<th>Illness</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Asthma</td>
<td></td>
<td></td>
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<tr>
<td>High Blood Pressure</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cancer</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Seizures</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other serious illness or condition</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Diabetes | Yes | No |
Heart Disease | Yes | No |
TB | Yes | No |
Hepatitis | Yes | No |

Details of any “Yes” answers from above: ______________________________________________________

__________________________________________________________

Previous Injuries: ____________________________________________

Previous Surgeries: __________________________________________

Allergies: __________________________________________________

Current Medications: _________________________________________
(To be completed by examining physician)

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<thead>
<tr>
<th>General Information:</th>
<th>Height (in.)</th>
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<thead>
<tr>
<th>Vision:</th>
<th>R</th>
<th>L</th>
<th>corrected/uncorrected (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Examination</th>
<th>Normal</th>
<th>Physician’s Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ears, Nose &amp; Throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lungs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic (ROM, strength)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuromuscular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional/Psychological</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments on abnormal findings:

Are there any conditions, physical and/or emotional, which may interfere with this person functioning as an Athletic Training Student in the classroom or clinical setting? _______ Yes _______ No

If yes, please describe on a separate sheet.

Physician’s Name (please print): ____________________________________________________________

Address: ____________________________________________________________________________

City: ___________________________ State: ___________________________ Zip: ______________________

Physician’s Signature: ___________________________ Date: ______________________
**Appendix C: Proof of Current Vaccination Series**

**TEXAS A&M UNIVERSITY-CORPUS CHRISTI**  
**MASTER OF SCIENCE IN ATHLETIC TRAINING**

**IMMUNIZATION RECORDS**

Please fill in the correct information regarding immunization and physical health. Please include this form, verified by a physician in your application materials.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>M.I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Birth Date**

**IMMUNIZATION INFORMATION (see below for specific immunization requirements)**

<table>
<thead>
<tr>
<th>VACCINE (provide dates)</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Booster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles, Mumps, Rubella (MMR)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or 2 doses of MMR vaccination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR positive quantitative titer report showing immunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Varicella (Chicken Pox)                  |     |     |     |     |         |
| 2 doses (at least 4 weeks apart) OR     |     |     |     |     |         |
| proof of a chicken pox diagnosis by a    |     |     |     |     |         |
| physician OR report showing immunity    |     |     |     |     |         |

| Hepatitis B                              |     |     |     |     |         |
| 3 doses (0,1 month after 1st dose, 4-6 months after 2nd dose) OR |     |     |     |     |         |
| positive titer report showing immunity   |     |     |     |     |         |

| Diphtheria, Tetanus, Pertussis (Td, Tdap, DTP) |     |     |     |     |         |
| 1 dose of Tdap vaccination after age 18 with Td booster every 10 years |     |     |     |     |         |

| Bacterial Meningitis (MCV4, MPSV4)        |     |     |     |     |         |
| Evidence of vaccination must be shown to register for classes.  |     |     |     |     |         |
| Exceptions apply based on age >22.        |     |     |     |     |         |

*Other vaccinations may be required dependent upon clinical experience*

---

**I certify that the above immunization records are complete and accurate to the best of my knowledge.**

__________________________________________  
Student Signature  
Date

__________________________________________  
I certify that the above information is accurate and true to patients’ records  
Date

__________________________________________  
Physician Signature –OR— Stamp of Health Facility  
Date
IMMUNIZATION REQUIREMENTS
Proof of Immunization or Naturally Acquired Immunity - REQUIRED

<table>
<thead>
<tr>
<th>VACCINE</th>
<th>REQUIREMENT</th>
<th>REQUIRED FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles (Rubeola)</td>
<td>Two (2) doses of live measles vaccine (combined measles-mumps-rubella/MMR meets requirement), with first dose at 12 months of age or later and second dose at least 28 days after first dose <strong>OR</strong> Laboratory/Titer evidence for immunity</td>
<td>Students born in or after 1957</td>
</tr>
<tr>
<td>Mumps</td>
<td>One (1) dose at 12 months of age or later (MMR meets requirement) <strong>OR</strong> Laboratory/Titer evidence for immunity.</td>
<td>Students born in or after 1957</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>One (1) dose at 12 months of age or later (MMR meets requirement) <strong>OR</strong> Laboratory/Titer evidence for immunity.</td>
<td>Students born in or after 1957</td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td>One (1) dose at 12 months of age or later but before the student’s 13th birthday <strong>OR</strong> If first dose is given after student’s 13th birthday: Two (2) doses at least 4 weeks apart <strong>OR</strong> Medical history of varicella disease <strong>OR</strong> Laboratory/Titer evidence of immunity.</td>
<td>All students</td>
</tr>
<tr>
<td>Tetanus, Diphtheria</td>
<td>One Td booster dose within 10 years prior to matriculation. *Recommendation: Students who are unable to document a primary series of three (3) doses of tetanus containing vaccine (DtaP, DTP, or Td) are strongly advised to complete a three (3) dose primary series with Td.</td>
<td>All students</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Three (3) dose hepatitis B series (0, 1-2, and 4-6 months) <strong>OR</strong> Three (3) dose combined hepatitis A and hepatitis B series (0, 1-2, and 6-12 months) <strong>OR</strong> Two (2) dose hepatitis B series of Recombivax (0 and 4-6 months, given at 11-15 years of age) <strong>OR</strong> Laboratory/Titer evidence of immunity prior to infection.</td>
<td>All students</td>
</tr>
</tbody>
</table>
Appendix D: Proof of Current TB Test

TEXAS A&M UNIVERSITY-CORPORUS CHRISTI
MASTER OF SCIENCE IN ATHLETIC TRAINING

PROOF OF CURRENT TB TEST

Applicants for the Master of Science in Athletic Training Program are required to have documentation of a current TB Test. The TB Test must have been administered and read within the past month of the date of application to Texas A&M University-Corpus Christi. If a student is unable to have a TB Test, then medical documentation signed by a physician must be submitted by the student explaining the specific situation.

| Patient’s Name: | __________________________________________________________ |
| Testing Location: | __________________________________________________________ |
| Date Placed: | ___________________________________________________________ |
| Site: | □ Right □ Left |
| Signature (administered by): | ___________________________________________________________ |
| □ RN □ PA □ DO □ MD □ Other |

| Date Read (within 48-72 hours from date placed): | ___________________________________________________________ |
| PPD (Mantoux) Test Result: | □ Positive □ Negative |
| Comments and Any Adverse Reaction(s), if any: | ___________________________________________________________ |

| Signature (results read/reported by): | ___________________________________________________________ |
| □ RN □ PA □ DO □ MD □ Other |
Appendix E: Signed Technical Standards Acknowledgment Form

TECHNICAL STANDARDS ACKNOWLEDGMENT
Master of Science in Athletic Training Program

The Master of Science in Athletic Training Program (MSAT Program) at Texas A&M University-Corpus Christi (TAMUCC) is a rigorous and intense academic and clinical educational program which places specific requirements and demands upon students enrolled in the program. The objective for the MSAT Program is to prepare graduates to enter a variety of employment settings in order to render care to a variety of individuals engaged in physical activity.

The technical standards set forth by the Athletic Training Program (MSAT Program Technical Standards) establish the essential qualities considered necessary for students admitted to the MSAT Program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on the Accreditation of Athletic Training Education [CAATE]). TAMUCC does not use the MSAT Program Technical Standards in any manner for admissions decisions concerning MSAT Program applicants. After admission, each MSAT Program student will be required to affirm his or her ability to fulfill the MSAT Program Technical Standards, with or without reasonable accommodation. In the event a student is unable to fulfill the MSAT Program Technical Standards, with or without reasonable accommodation, the student will be removed from the MSAT Program.

Compliance with the MSAT Program Technical Standards does not guarantee a student’s eligibility for the National Athletic Trainers’ Association Board of Certification (BOC) examination.

Students in the Master of Science in Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Enough postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.

5. The capacity to maintain composure and continue to function well during periods of high stress.

6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Application of the MSAT Program Technical Standards

1. A copy of the MSAT Program Technical Standards will be placed in each application packet. The copy is for information and requires no action on the part of the applicant.

2. At the time a letter of acceptance is tendered to an applicant, the letter will be accompanied by another copy of the AT Program Technical Standards. At that time, the student must respond in writing that s/he does/does not accept the offer of admission. Further, the student must state in writing that s/he has read and can meet the AT PROGRAM Technical Standards with or without reasonable accommodation.

3. If the student does request accommodation, the requested accommodation must be specifically stated in writing. Further, the student will be required to submit written verification of disability and recommendations from the office of Disability Services (DS) for accommodation to the Director of Athletic Training.

4. The Director of Athletic Training will confer with Disabilities Services (DS) regarding assessment for and accommodation for the specific disability. DS will evaluate a student who states s/he could meet the MSAT Program Technical Standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation. Disability Services may require further examination and/or testing by a professional approved by the University. The additional documentation will be reviewed by Disability Services, which will then render a decision regarding the student’s ability to meet the standards for completion of the curriculum with reasonable accommodation.

5. If the student is judged to be able to meet the MSAT Program Technical Standards, Disability Services will notify the Director of Athletic Training in writing regarding the accommodation to be provided to the student. The student will receive a copy of that letter.

6. If the student desires any change in accommodation, either deletion or addition of accommodation, Disability Services will validate their need for accommodation and will consult with the MS in Athletic Training Program to determine if reasonable accommodation can be made. This determination will consider whether accommodation would jeopardize clinician/patient safety or undercut an essential element of a course, clinical experience, or internship.

7. If the requested accommodations requested cannot be met in a reasonable manner, then the student will be removed from the MSAT Program because the student cannot meet the standards for completion of the curriculum. The Director of Athletic Training will notify the student verbally and in writing of such a decision.

8. Students may appeal academic removal decisions by submitting a formal appeal to the MS in Athletic Training Program Director. The Program Director will refer the matter to the Chair of the Kinesiology Department and a committee of faculty members including two Athletic Training
faculty and one Kinesiology faculty. The committee will hear the student’s appeal and investigate the matter. The Chair will notify the Program Director and the student of the committee’s decision in writing. Students can further appeal the decision by submitting a formal appeal to the appropriate university body (e.g. College of Education, Division of Student Engagement and Success).

9. Grievances concerning accommodations requests should be made to the Office of Disability Services.

By signing below, you are acknowledging you were provided information on the Technical Standards and understand what will be asked of you in the Athletic Training Program. Upon admission to the AT Program, you will complete an additional Technical Standards form in which you will either attests your ability to complete the tasks as assigned or requesting reasonable accommodations:

__________________________________________  ________________
Printed Name of Applicant                      Date

__________________________________________  ________________
Signature of Applicant                            Date
Appendix F: Three Professional Recommendations

The form for three professional recommendations will be generated by the student when they fill out ApplyTexas and apply for the AT Program. Candidates will provide contact information for references and the form will be automatically sent. Upon completion of the form, the form is automatically sent back to the College of Graduate Studies.

Here is what the form looks like that the candidate’s reference will fill out:

![Athletic Training Reference Form](image-url)
# Evaluator's Information

- **First name:**
- **Last name:**
- **Address:**
- **City:**
- **State:**
- **Zip:**
- **Phone:**
- **Email:**
- **Job Title:**

* required information

# Evaluation

Please rate applicant on qualities below to the best of your knowledge

<table>
<thead>
<tr>
<th>Individual characteristic</th>
<th>Exceptional</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity for Independent Thinking</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Intellectual Ability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Leadership Ability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Motivation to Work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to Work Well with Others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to Express Self Clearly</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Writing Ability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Likelihood of Success in Graduate Work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Likelihood of Career Success</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Problem-Solving Ability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Analytic Ability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

How long have you known this applicant?
In what capacity do you know this applicant? Are you his/her co-worker, supervisor, etc.? What is your working/professional relationship with this applicant?

Please share any additional information about this applicant that might help us assess potential for success

Submit  Clicking submit will email your request to gradweb@tamucc.edu.

Please contact us with any issues or concerns at 361-825-2753, or via email at gradweb@tamucc.edu
Appendix G: Pre-Requisite Course Self-Audit Form

TEXAS A&M UNIVERSITY-CORPUS CHRISTI - MASTER OF SCIENCE IN ATHLETIC TRAINING

**Prerequisite Course Self-Audit Form**

Please fill in this form, according to information regarding completed and currently enrolled courses. All prerequisite courses must be completed with a 3.0 average or better.

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Institution Name</th>
<th>Term Completed</th>
<th>To be Completed</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (4cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy (4cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiology (4cr)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry (4cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics (4cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Psychology (3cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition (3cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Physiology (4cr [-Lab Preferred])</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomechanics (4cr [-Lab Preferred])</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics (3 or 4cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to A.T., Anatomical Kinesiology (Anatomy Related Course) and/or Prevention &amp; Care (3cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength &amp; Conditioning or Exercise Testing and Prescription (3cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*When anatomy and physiology are combined courses, two semesters are necessary to meet this requirement.*
### TECHNICAL STANDARDS

**Master of Science in Athletic Training Program**

The Master of Science in Athletic Training Program (MSAT Program) at Texas A&M University-Corpus Christi (TAMUCC) is a rigorous and intense academic and clinical educational program which places specific requirements and demands upon students enrolled in the program. The objective for the MSAT Program is to prepare graduates to enter a variety of employment settings in order to render care to a variety of individuals engaged in physical activity.

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3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments...
and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
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8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

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3. If the student does request accommodation, the requested accommodation must be specifically stated in writing. Further, the student will be required to submit written verification of disability and recommendations from the office of Disability Services (DS) for accommodation to the Director of Athletic Training.
4. The Director of Athletic Training will confer with Disabilities Services (DS) regarding assessment for and accommodation for the specific disability. DS will evaluate a student who states s/he could meet the MSAT Program Technical Standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation. Disability Services may require further examination and/or testing by a professional approved by the University. The additional documentation will be reviewed by Disability Services, which will then render a decision regarding the student’s ability to meet the standards for completion of the curriculum with reasonable accommodation.
5. If the student is judged to be able to meet the MSAT Program Technical Standards, Disability Services will notify the Director of Athletic Training in writing regarding the
accommodation to be provided to the student. The student will receive a copy of that letter.

6. If the student desires any change in accommodation, either deletion or addition of accommodation, Disability Services will validate their need for accommodation and will consult with the MS in Athletic Training Program to determine if reasonable accommodation can be made. This determination will take into account whether accommodation would jeopardize clinician/patient safety or undercut an essential element of a course, clinical experience, or internship.

7. If the requested accommodations requested cannot be met in a reasonable manner, then the student will be removed from the MSAT Program because the student cannot meet the standards for completion of the curriculum. The Director of Athletic Training will notify the student verbally and in writing of such a decision.

8. Students may appeal academic removal decisions by submitting a formal appeal to the MS in Athletic Training Program Director. The Program Director will refer the matter to the Chair of the Kinesiology Department and a committee of faculty members including two Athletic Training faculty and one Kinesiology faculty. The committee will hear the student’s appeal and investigate the matter. The Chair will notify the Program Director and the student of the committee’s decision in writing. Students can further appeal the decision by submitting a formal appeal to the appropriate university body (e.g. College of Education, Division of Student Engagement and Success).

9. **Grievances concerning accommodations requests should be made to the Office of Disability Services.**

PLEASE SIGN ONLY ONE OF THE FOLLOWING STATEMENTS:

**STUDENT STATEMENT**

I certify that I have read and understand the MSAT Program Technical Standards for completion and graduation listed above, and I believe to the best of my knowledge that I meet each of the standards without reasonable accommodation(s). I understand that if I am unable to meet these standards, I will be removed from the MS in Athletic Training Program.

_________________________  ______________
Printed Name of Applicant    Date

_________________________  ______________
Signature of Applicant        Date
OR

ALTERNATIVE STATEMENT FOR STUDENTS REQUESTING ACCOMMODATIONS

I certify that I have read and understand the MSAT Program Technical Standards for completion and graduation listed above and I believe to the best of my knowledge that I can meet each of the standards with certain accommodations. I will contact Services for Students with Disabilities to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without reasonable accommodations, I will be removed from the MS in Athletic Training Program.

________________________________________  ____________
Printed Name of Applicant                  Date

________________________________________  ____________
Signature of Applicant                     Date
Appendix I: Request for Absence Form

Texas A&M University-Corpus Christi Athletic Training Education Program
Request for Absence from Clinical Experience

Name_________________________________________Clinical Level________

I am requesting advance approval for absence from assigned clinical experience(s) on the dates and times as listed below. I have received approval from my clinical instructor, and in anticipation of my absence I have suggested a replacement if needed to complete my responsibilities/duties while I am gone.

Date Submitted: ________________________________(mm/dd/yyyy)

From: __________________________________________ (time, mm/dd/yyyy)

To: __________________________________________ (time, mm/dd/yyyy)

Assigned Clinical Experience (included specific schedule for event, practice, treatments etc):

Possible Replacement(s) (if needed):

Reason for Absence:

Requesting ATS Signature___________________________________________Date____________

Preceptor Signature_____________________________________________Date____________

Replacement Signature (if applicable)____________________________________Date____________

Coordinator of Clinical Education/
Program Director Signature______________________________________Approval Date____________

*the digital copy of this form can be found on ATrack (under “Forms”)
Appendix J: Incident Report Form

Texas A&M University-Corpus Christi

STUDENT BEHAVIORAL INCIDENT REPORT

Student: ____________________________________________
Date: _____________________________________________

Severe Violations
- Theft or malicious destruction of any Athletic Training Center, Recreational Sports, or Athletic Department property.
- Any activities in violation of university regulations.
- Negligent performance or failure to prevent the endangerment of a student-athlete.
- Violation of the NATA Code of Ethics for Athletic Training Students (see ATS Handbook)
- Other: ___________________________________________

Moderate Violations
- Verbal abuse of staff, student-athletes, or other athletic personnel (profanity, derogatory language, threats, etc.).
- Physical abuse of staff, student-athletes, or other athletic personnel.
- Failure to abide by the ATS Handbook and the Athletic Training Policy and Procedures.
- Unexcused absence from clinical rotations or mandatory ATEP meetings.
- Habitually reporting late to your clinical assignment.
- Breaking patient confidentiality (HIPAA laws).
- Displaying disrespectful behavior to student-athlete, coach, or other athletic personnel (including fans) of TAMUCC or a visiting team prior to, during, or after a competition.
- Other: __________________________________________

Minor Violations
- Tardiness: Habitually reporting late (~10min) to clinical assignments.
- Unprofessional dress appearance (revealing tops, short shorts, other universities’ apparel etc.).
- Unauthorized personal use of the telephone.
- Unauthorized use of the staff’s computers.
- Failure to assist with opening or closing procedures as directed by an AT staff member.
- Not fulfilling the clinical duties assigned by your ACI during your scheduled time.
- Displaying unprofessional language (swearing, inappropriate conversation, etc.).
- Other: __________________________________________

Description of work-related behavior:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Athletic training student’s comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Staff Member Filing Report: ________________________________

I am aware of my work-related behavior that caused this report. I have read this report and discussed the described behavior with my clinical supervisor. I know that I can appeal the addition of this report to my permanent file or any disciplinary action taken by submitting an appeal in writing to the ATEP Director.

Athletic Training Student Signature ________________________________
Appendix K: Confidentiality Agreement

Texas A&M University-Corpus Christi Athletic Training Program (TAMUCC ATP) has an ethical, legal and moral obligation to protect the confidentiality of our student-athletes and any patient that you may meet during your clinical rotations. Protected health information will be held in the strictest confidence and in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). All information relating to student-athlete or patient evaluation, care, treatment, rehabilitation, condition, payment or operations constitutes confidential information.

- Athletic Training Students shall never discuss a student-athletes or patient’s condition with any individual who is not directly supervising the athletic training student in the clinical setting (i.e. Preceptors, Team Physicians and other Health Care Providers) at Texas A&M University-Corpus Christi. Reasonable accommodation should be made to ensure the privacy of all student-athletes and patients such as discussing any questions in private with Preceptors, Physicians, and other health care providers.

- Any disclosure of protected health or confidential information by Athletic Training Students could render Texas A&M University-Corpus Christi, Athletic Training Staff, Team Physicians, and other health care providers liable for damages. Any Athletic Training Student who violates the confidentiality of student-athletes and/or patients during clinical rotations/assignments will result in immediate disciplinary action by the Director of Athletic Training. Disciplinary action may include suspension or termination from the clinical rotation and may also result in suspension or termination from the Athletic Training Program at Texas A&M University-Corpus Christi. Documentation of any such incident will be kept in the Athletic Training Student’s academic file.

- Should the Athletic Training Student feel that confidential or protected health information has been disclosed to an unauthorized individual or entity, he/she should immediately notify the Approved Clinical Instructor, Clinical Instructor, Physician or other health care provider who is supervising the Athletic Training Student in the clinical setting so that the Director of Athletic Training can be notified immediately and appropriate follow up can be made with the student-athlete or the patient involved.

I have received a copy, read, understand and agree to comply with this written policy on matters of privacy and confidentiality of student-athletes and patients in the clinical setting. I also understand that in my daily duties and observation, I may have access to confidential student-athlete and/or patient information. Any violation of confidentiality, in whole or part, could result in my suspension or termination from the Athletic Training Program at Texas A&M University-Corpus Christi, that clinical rotation/assignment, and/or legal action. I recognize that this signed document of my agreement to uphold the provisions of this policy will be kept in my academic file.

Athletic Training Student Name________________________________   Date______________

Athletic Training Student Signature ________________________________
Appendix L: Hepatitis B Verification Form

Hepatitis B

I, __________________________, verify that I began/completed (circle one) the Hepatitis B
Vaccination series on ______________ (may be an approximate date, if known).

OR (only sign in one location, above or below)

________________________ by initialing I am verifying I have begun/completed the Hepatitis B
Vaccination series but I cannot remember the date of completing.

I have been given the opportunity to be vaccinated. However, I decline the vaccine currently. I
understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a
serious disease.

________________________
Print Name

________________________
Date

________________________
Signature
Appendix M: Blood Borne Pathogen Training Verification Form

BLOOD BORNE PATHOGEN TRAINING VERIFICATION
Texas A&M University-Corpus Christi Athletic Training Program

I understand that due to my educational requirements as an Athletic Training Student, I could be exposed to similar situations as all certified athletic trainers. Athletic trainers, and other health care providers, have been identified as being at risk for exposure to blood or other potentially infectious materials, and may be at risk of contracting Hepatitis, HIV, or other blood borne pathogens. Students are highly encouraged to get the Hepatitis B vaccine. Students wishing to receive the three-stage vaccination can obtain the shots from the NMSU Health Center at no cost to the student.

To reduce the risk of exposure, I have been trained in Bloodborne Pathogens and Universal Precautions and I have been informed of the risks of performing Athletic Training procedures. I understand the risks involved in my educational training and I will take all necessary measures to prevent the transmission of diseases and potential hazards of blood borne pathogens and other potentially infectious materials (OPIMs). I will follow the specific guidelines presented in the Blood Borne Pathogens section of the AT Student Handbook, which follows OSHA, NCAA, and the NATA guidelines regarding exposure incidents.

Students are hereby notified that they are not considered employees of Texas A&M University-Corpus Christi and as such the University’s Workers compensation does not apply to injuries or illnesses sustained as a result of clinical participation. Students are encouraged to have their own insurance policies in case of exposure incidents or personal injury. Students seeking medical attention will be financially responsible for any medical fees incurred as a result of any medical visit.

Blood Borne Pathogen Training

I, ____________________________, have received Blood Borne Pathogen Training as a part of my Athletic Training annual orientation. I am aware that there is an exposure plan and policy available for my review within the AT Program Handbook. If I have any questions regarding Blood Borne Pathogens, I should speak with Dr. Mikaela Boham (AT Program Director) and/or Dr. Jerry Hilker (Head Athletic Trainer, TAMUCC).

____________________________________  ______________________
Print Name                                 Date

________________________________________
Signature
Appendix N: Universal Precautions Training Verification Form

Universal Precautions Training

I have been training in Universal Precautions Training and understand OSHA, NCAA, and NATA guidelines in dealing with potentially dangerous materials.

____________________________________  ____________________
Print Name                                      Date

____________________________________________
Signature
Appendix O: Personal Health Insurance Verification Form

Personal Health Insurance

I, ________________________, verify that I have personal Health Insurance with: ________________________________ and I have provided a copy of the policy for the TAMUCC ATP to have on record.

____________________________________  ____________________
Print Name  Date

_______________________________
Signature

OR (only sign in one location, above or below)

I decline to purchase insurance at this time. I understand that by declining to purchase health insurance, I will be financially responsible for any doctor’s visits or medications as a result of my clinical educational experience.

____________________________________
Print Name

____________________________________  ____________________
Print Name  Date

_______________________________
Signature
Appendix P: Injury/Incident Report Form TAMUCC

http://safety.tamucc.edu/forms
IMPORTANT!

DO NOT GIVE THIS FORM TO THE INJURED PERSON TO COMPLETE!

(Ver. 06/23/2009)

INSTRUCTIONS FOR COMPLETION OF INCIDENT/INJURY REPORT:

1) Report all incidents or injuries to University Police Department x4444.

2) Assist the individual. If it is life threatening dial 9-911 (campus phone), or dial 911 on a cell phone. A cell phone call should be followed up by calling 825-4444.

3) Report safety hazards to Environmental, Health & Safety x5555.

PROCEDURES TO FOLLOW:

1) The TAMUCC employee involved in, observing or discovering the incident/injury is responsible for completing this report.

2) Relate only to the facts on this form.

3) DO NOT contact the injured person later to obtain information. Be observant – attempt to get as much information as possible at the time of the incident/injury.

4) DO NOT discuss the incident/injury with anyone – except the police authority and/or Environmental, Health & Safety personnel.

5) After completion – FORWARD this form to:

   Environmental, Health & Safety
   Texas A&M University – Corpus Christi
   Natural Resources Center, Suite 1100
   6300 Ocean Drive, Unit 5876
   Corpus Christi, TX 78412-5876
   OR
   Fax to: (361)-825-5556

6) The Environmental, Health & Safety Department will coordinate the investigation.
Appendix Q: TAMUCC AT Program Digital and Social Professionalism Contract

TAMUCC AT PROGRAM DIGITAL AND SOCIAL PROFESSIONALISM CONTRACT

Digital and Social Professionalism:
Please keep the following guidelines in mind as you participate on social networking web sites:

- Before participating in any online community understand that anything posted online is available to anyone in the world. Any text or photo online is completely out of your control the moment it is placed online – even if you limit access to your site.
- You should not participate in social media activities including those with student-athletes’ at TAMUCC unless it is directly related to coursework at the university. Keep professional relationships professional.
- You should not post information, photos, or other items online that could embarrass you, your family, your team, and the athletic department, or Texas A&M University-Corpus Christi.
- You should not post your home address, local address, phone number(s), birthday, or personal information as well as your whereabouts or your plans. You could be opening yourself to predators.
- Athletic training faculty, coaches, and athletic department administrators can and do monitor these web sites.
- Potential employers, internship supervisors, graduate programs and scholarship committees now search these sites to screen candidates and applications.
- General rule of thumb: if you wouldn’t show a posting or picture to your grandparent or a child then you shouldn’t be posting the information. Be cautious!
- If a student is caught engaging in inappropriate, detrimental or derogatory behaviors, the student will automatically fail the course, be removed from the program, and turned into the university ethics board.

By signing below, I am confirming that I have read and understand the policies as pertain to social media and digital professionalism and agree to abide by same.

_________________________________________  _______________________________________
Print name                                                                                      Date

_________________________________________
Signature