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INTRODUCTION

This handbook provides useful information about matters of special interest to students enrolled in the Athletic Training Program (AT Program). The information contained in this handbook, explains the AT Program policies, standards of achievement, and other pertinent information. It is the responsibility of each student to become familiar with the policies appropriate to the University of Central Florida as a whole.

HANDBOOK REVISIONS

This AT Program Student Handbook was approved by the AT Program faculty, the College of Health and Public Affairs Dean’s Office, and the AT Program Medical Director during the spring of 2016. The UCF General Councils considers the above individuals to have the appropriate authority to approve the Handbook. The Handbook will be evaluated and revised yearly using feedback of staff, students, preceptors, and the AT Program Advisory Board and re-approved if substantive changes are made. Students are required to understand and sign (Appendix A) these requirements during orientation each year.

MISSION STATEMENT

The mission of the AT Program is to prepare students to contribute to the health and welfare of the community as competent and proficient athletic trainers. The AT Program faculty and clinical preceptors will provide students a high-quality comprehensive education in the foundational behaviors of professional practice, the 8 competency content areas, and the clinical integration proficiencies set forth by the 5th Edition of the Athletic Training Education Competencies. These include evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, and professional development and responsibility. The Program faculty believes in providing students with enriching educational experiences which foster personal growth and leadership, communication skills, critical thinking skills, and professional ethics.

PROGRAM GOALS AND OBJECTIVES

The AT Program faculty evaluates the goals, objectives, and measures annually in order to help achieve the mission. They are reviewed and approved by the AT Program faculty and the College of Health and Public Affairs each year as part of the Comprehensive Program Assessment Plan (Appendix F).

DIVERSITY STATEMENT

The AT Program supports the Equal Opportunity and Affirmative Action Programs of the University of Central Florida in both student selection and faculty recruitment. UCF’s official policy can be found at http://eeo.ucf.edu/pp.html.
DIRECTORY OF FACULTY

Kristen Couper Schellhase, EdD, LAT, ATC, CSCS
Program Director / Associate Lecturer
Room: HPA 2 #121; Office Phone: (407) 823-3463; Kristen.schellhase@ucf.edu
Dr. Schellhase is the Program Director for the AT Program at the University of Central Florida. Prior to becoming the Program Director, she was an Associate Athletic Trainer at UCF working with the Softball, and Track and Field Teams since 1999. She has been an instructor with the Program since 2000. Dr. Schellhase has a Doctorate in Curriculum and Instruction from UCF, a Master of Education in Athletic Training from the University of Virginia, and an undergraduate degree in Exercise Science/Athletic Training from The Pennsylvania State University.

Before coming to UCF, Dr. Schellhase was the Assistant Athletic Trainer at Coastal Carolina University working with 18 Division 1 sports teams. While there, she became a Certified Strength and Conditioning Specialist (CSCS) certified by the National Strength and Conditioning Association (NSCA), supervised the student athletic trainer internship program, and student athletic trainers’ organization.

Dr. Schellhase teaches several courses in the Program, including Therapeutic Modalities in Athletic Training, Organization and Administration of Athletic Training, and Case Studies in Sports Medicine. She is also the primary advisor to the Program students, and a former advisor of the Student Athletic Training Organization (SATO). She is the current advisor for the Gamma Iota chapter of Iota Tau Alpha (ITA) the National Academic Honor Society for the athletic training profession. Dr. Schellhase served as the Department Chair for the Department of Health Professions from 2010 to 2017 overseeing Health Sciences (BS degree), Athletic Training (BS degree), and Physical Therapy (DPT degree).

Dr. Schellhase served as the athletic trainer to the U-21 Women's Basketball National Team, traveling to France and Moscow for the World Championships. In addition, Dr. Schellhase was a 2007 recipient of the NACADA Outstanding New Faculty Advisor Award, the 2005 College and University Athletic Trainer of the Year Award and a 2012 NACADA Outstanding Advising Certificate of Merit Winner - Faculty Academic Advising Category.

Dr. Schellhase stays active as an athletic trainer by volunteering within OCPS high schools and with the Magical Classic Gymnastics Meet (level 1- elite gymnastics).

Jennifer Plant, MS Ed, LAT, ATC, CSCS
Clinical Education Coordinator / Associate Instructor
Room: HPA 2 #122; Office Phone: (407) 823-5232; Jennifer.plant@ucf.edu
Jennifer Plant is the Clinical Education Coordinator and an Instructor for the AT Program at the University of Central Florida. Ms. Plant attended Mississippi State University on a tennis scholarship, then received her Bachelor's degree from Barry University and Masters of Science in Education and Athletic Training from Old Dominion University. She is currently pursuing a doctorate in Higher Education Policy Studies through the College of Education at UCF. She is also a Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association (NSCA).
Ms. Plant teaches several courses in the Program, including Recognition and Evaluation of Athletic Injuries I and II, Biomechanics of Sport, Physiologic and Metabolic Basis of Human Movement, Therapeutic Rehabilitation in Athletic Training and coordinates all four of the Practicum courses in the program. Ms. Plant is the former advisor to the Student Athletic Training Organization (SATO) and is now coordinating efforts with alumni.

Ms. Plant previously worked in the capacity of an industrial athletic trainer, overseeing the medical care of distribution center employees. Prior to that, she served as the Clinical Education Coordinator and Instructor with the Athletic Training Education Program at Charleston Southern University. While at CSU, Ms. Plant also provided athletic training services for the women’s volleyball team and men’s and women’s cross country and indoor/outdoor track and field teams and acted as the liaison between the Athletic Department and AT Program.

Ms. Plant has also worked in the clinic and high school settings and served as the athletic trainer for the National Junior and National Adult Clay Court Tennis Championships in Fort Lauderdale.

Carlos J. Gual, MS, LAT, ATC
UCF Instructor
Room: HPA 1 # 271; Office Phone: (407) 823-1407; Carlos.Gual@ucf.edu
Carlos J. Gual is an Instructor for the AT Program at the University of Central Florida. Mr. Gual attended and received his Bachelor’s degree in athletic training from the University of Central Florida. He earned Master’s degree in Physical Education- Sports Administration from the University of New Mexico. He is currently pursuing a doctorate degree in Higher Education and Policy Studies through the College of education at UCF. Mr. Gual teaches several courses in the AT Program, including Principles of Athletic Training Lab, Clinical Skills I & II, Advanced Rehabilitation in Athletic Training, Athletic Training Seminar, and Acute Care in Athletic Training. He also teaches Medical Self-Assessment for the Health Sciences Pre-Clinical program.

Mr. Gual previously worked as an assistant athletic trainer at the University of Maryland where he provided healthcare services to the baseball, men’s lacrosse, and men’s and women’s soccer teams. Mr. Gual served as a graduate assistant athletic trainer for the women’s volleyball, swimming and diving teams at the University of New Mexico (UNM) while pursuing his Master’s degree. Following graduation, he was hired to be the Clinical Education Coordinator for the AT Program at UNM.

Mr. Gual keeps active as an athletic trainer as a medical consultant with X-Med Inc. for Red Bull North America.

Stephanie Lennon, MS, LAT, ATC
UCF Adjunct Instructor / Oak Ridge High School Head Athletic Trainer
Stephanie Lennon teaches Principles of Athletic Training and is a preceptor for the AT Program. Ms. Lennon received her bachelor’s degree from the University of Florida and a Master’s of Science in Health Education from Troy State University. She has been the Head Athletic Trainer at Oak Ridge High School since 1989. Prior to Oak Ridge, Ms.
Lennon worked as an athletic trainer at Lake Brantley High School, was the Head Women’s Athletic Trainer at Troy State University and was the Assistant Athletic Trainer for the Orlando Predators Arena Football Team.

Ms. Lennon has a wealth of professional leadership experience and teaching experience. She is a former President of the Athletic Trainers’ Association of Florida and she has served on many committees at the state, district and national level. Ms. Lennon has been a teacher for twenty years and is a National Board Certified Teacher.

Ms. Lennon has received numerous awards, including the NATA’s “Most Distinguished Athletic Trainer Award”, the NATA’s “Athletic Trainer Service Award”, the SEATA “High School Athletic Trainer of the Year Award”, the ATAF “High School Athletic Trainer of the Year Award”, the ATAF “Backbone Award” and was inducted into the Coalitions of Americans' to Protect Sports Hall of Fame. She was recently inducted into the SEATA Hall of Fame. She teaches the Principles of Athletic Training course.

MEDICAL DIRECTOR

Dr. Douglas Meuser, MD, the Medical Director for the AT Program, acts as a resource to the Program Director, Clinical Education Coordinator and students. Dr. Meuser is board certified in Family Medicine and possesses the American Board of Family Medicine Certificate of Added Qualification- Sports Medicine. He is licensed in the State of Florida (ME 49531). Dr. Meuser is a physician and Assistant Director for Clinical Services at UCF Health Services and serves as primary care team physician for UCF Athletics. He has been the Medical Director for the AT Program since 2004.

ADVISORY BOARD

The AT Program has an advisory board that consists of the medical director, community athletic trainers with a variety of expertise, full-time faculty, and all adjunct faculty who serve the AT Program.

ACCREDITATION

The AT Program at the University of Central Florida has secured accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). The accreditation began on April 29, 2002 and is valid through the 2026-2027 academic year. The AT Program will initiate a “substantive change” through the CAATE during the 2017-2018 academic year with the intent to transition to the Master of Athletic Training degree in 2019-2020.

INSTRUCTIONAL DESIGN

The AT Program is designed to enable students to demonstrate, in the classroom, and in clinical rotations, that they have achieved levels of comprehension, competency and proficiency expected of entry-level certified athletic trainers. The University of Central Florida is committed to the idea that professional education requires sound academic preparation that is enriched by clinical experiences.
The classroom component is divided into several areas: foundational science courses, athletic training theory and practice, and clinical education. All students are required to complete the entire curriculum in sequence. Each course identifies specific objectives to be met. The information presented in the course sequence is designed to expose students to information through multiple didactic, laboratory and clinical experiences. These courses incorporate the content required to establish the foundational behaviors of professional practice and the content set forth by the 5th Edition of the Athletic Training Educational Competencies.

The purpose of clinical education is to provide athletic training students the opportunity to develop their knowledge, skills, and attitudes in direct care of athletic injuries; to establish the foundational behaviors of professional practice; to understand the medical delivery system in a variety of settings; and to understand the legal and ethical aspects of practicing athletic training.

ETHICS AND PROFESSIONAL PRACTICE EXPECTATIONS

**NATA Code of Ethics**
Students are instructed on, and expected to follow, the NATA Code of Ethics. The Code of Ethics should guide the students in their actions in the classroom and during their practicum experiences. Students must make the AT Program Director aware of any violations of the Code of Ethics by other students, faculty or preceptors. The Code of Ethics can be found by accessing the website NATA.org.

**Foundational Behaviors of Professional Practice**
Students are instructed on, and expected to follow the Foundational Behaviors of Professional Practice. These behaviors should guide the students in their actions in the classroom and during their practicum experiences. Students must make the AT Program Director aware of any violations of these behaviors by other students, faculty or preceptors. These foundational behaviors are accessible through CAATE.org under the 5th Edition of the Athletic Training Educational Competencies.

**Standards of Professional Practice / Code of Professional Responsibility**
Students are instructed on, and expected to follow, the Standards of Professional Practice and the Code of Professional Responsibility. These behaviors should guide the students in their actions in the classroom and during their practicum experiences. Students must make the AT Program Director aware of any violations of these behaviors by other students, faculty or preceptors. These foundational behaviors are accessible through BOCATC.org website.
PROGRESSION AND RETENTION POLICIES

**Academic Advising**
Upon enrollment in the AT Program, each student will be assigned a faculty advisor with a primary appointment in the program. The advisor will provide insight as to additional coursework, clinical affiliation placement and special needs that may arise throughout the six-semester program. The students are encouraged to meet with his/her academic advisor at least once during each semester. Students may also seek advisement from Undergraduate Student Services located in HPA II 115, phone 823-0010.

Students are required to discuss and inform their AT Program advisor for matters within and outside of the Program requirements. Decisions made regarding outside courses may result in delays in graduation and ability to sit for the BOC Examination.

For the most complete, up-to-date degree and program requirements, see the official UCF Undergraduate Catalog at [www.ucf.edu/catalog/current/](http://www.ucf.edu/catalog/current/).

**Progression and Retention Committee**
The AT Program Progression and Retention Committee will be comprised of the Program Director, the Clinical Education Coordinator and all full-time faculty teaching in the AT Program. A meeting of this committee may be convened any time there is evidence that a student may have violated any of the policies outlined in the Athletic Training Student Handbook, the Golden Rule Student Handbook and/or the policies & procedures outlined in the UCF Undergraduate Catalog. Committee members will investigate the issue, consult with appropriate parties, allow the student to present information, and come to a decision in a timely manner. Decisions will be reviewed with the involved students and also outlined in writing.

**Appropriate Progress**
In order to progress in good standing through the lock-step curriculum of the AT Program, the athletic training student must maintain the following:

1. Current American Red Cross Professional Rescuer or American Heart Association Healthcare Provider CPR / AED certification.
2. Annual blood borne pathogens training.
3. Ability to meet the AT Program Technical Standards.
4. A background check that is free from any items that might preclude a student from being placed at clinical placement sites and/or successfully attaining BOC certification and/or state licensure.
5. Adequate progression through the AT Program Competencies and Proficiencies as determined by the Practicum I-IV syllabi and/or Clinical Education Coordinator.
6. Appropriate course completion, grades and GPA according to the UCF Undergraduate Catalog and the AT Program Probation and/or Dismissal Policies.
7. Compliance with the AT Program Student Handbook & all UCF policies & procedures as outlined in the UCF Undergraduate Catalog.
8. Adherence to the ethics and professional practice expectations outlined in this handbook.

Non-compliance with any portion of the above will result in a convening of the AT Program Progression and Retention Committee and possible probation or dismissal from the program.

**Academic Misconduct**
The AT Program takes academic misconduct very seriously. Academic misconduct includes, but is not limited to; plagiarism, misuse of sources and cheating. All suspected incidents will be referred to the Office of Student Conduct for review. The AT Program Progression and Retention Committee reserves the right to impose additional sanctions if the student is found in violation of academic misconduct.

**Probation & Dismissal**
The AT Program has probation and dismissal policies that are separate from the University’s policies. It is the student’s responsibility to become aware of the University policies on probation and dismissal.

Probation and dismissal from the Program do not necessarily mean probation or dismissal from the University of Central Florida. If a University rule has been broken, appropriate discipline will be at the discretion of the University. The UCF Student Handbook (called The Golden Rule) should be consulted for a complete list and explanation of University policy. The UCF Student Handbook can be located on the internet at www.goldenrule.sdes.ucf.edu.

The Program in Athletic Training is not obligated to retain any student who has been placed on probation, suspended, or dismissed by the university.

**Program Probation Policies**
Upon the recommendation of the AT Program Progression and Retention Committee, the Program Director may place a student on program probation if any of the following occurs:

1. Current semester grade point average falls below 2.75, or UCF overall grade point average falls below a 2.75.
2. A grade below a “C” (2.0) is received in a required course.
3. Student has an extended and unexcused absence from AT Program requirements.
4. Violation of AT Program Student Handbook policies.
5. Student displays inappropriate professional behavior.
Removal of Probationary Status in the program will occur when:

1. Student receives at least a 2.75 semester grade point average in the term following the earning of probationary status, and the student's overall GPA is above 2.75.
2. In the case of a course grade below a "C" (2.0), objectives and criteria for the core course are successfully completed for a minimally satisfactory grade of “C” (2.0). **Due to the sequential nature of the Program, a student who must repeat a course may not be able to rejoin the course sequence for one year.**
3. Other requirements as assigned by the Program Director at the time of initial probation.

A student cannot graduate from the AT Program while on program probation.

**Dismissal Policy**
Upon the recommendation of the AT Program Progression and Retention Committee, the Program Director may dismiss a student if any of the following occurs:

1. ‘F’ Grade in a core course.
2. A second below “C” (2.0) grade in a core course.
3. Two (2) below “C” (2.0) grades in core courses during the same semester.
4. Any action which results in a second violation of the probation policy.
5. A second violation of the AT Program Student Handbook policies and procedures
6. Unprofessional behavior as determined by the standards outlined in the AT Program Student Handbook, the NATA Code of Ethics and/or the UCF Student Handbook/Golden Rule.

**Appeal/Grievance Policy and Procedures**
The appeal and grievance policies and procedures are clearly outlined in the UCF Student Handbook, which is available at this site: [www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu). Grievances cannot be filed when pertaining to university conduct rules, traffic and parking violations, and professional judgment of health providers.

**HEALTH, SAFETY, PRIVACY AND LIABILITY**

**Technical Standards**
Approved by the UCF Undergraduate Curriculum and Policy Committee on 12/9/2014

The Americans with Disabilities Act of 1990 provides comprehensive civil rights protection to people with disabilities. The ADA "prohibits all programs or
activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs”. However, there are essential requirements needed in order for a person to meet the standard of care for the athletic training profession and meet licensing/certification requirements. The Supreme Court has stated that physical qualifications could lawfully be considered as ‘technical standards(s) for admission’.

The institution/program may not exclude an ‘otherwise qualified” applicant due to a disability if the institution/program can reasonably modify the program or facilities to accommodate the student with the disability. The institution/program is not required to ‘fundamentally alter’ the program nor create an ‘undue burden’ on itself.

The Athletic Training Program at the University of Central Florida is a rigorous and intense program that places specific requirements and demands on students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the physical, cognitive, and attitudinal abilities considered necessary for an entry level athletic trainer. Further, the technical standards attempt to reflect the necessary skills and abilities needed to meet the expectations of the Program’s accrediting agency (Commission on Accreditation of Athletic Training Education, or CAATE) and the Board of Certification (BOC©) Practice Analysis.

The following abilities and expectations must be met by all students admitted to and matriculating through the UCF Athletic Training Program:

- Students must possess the mental capacity (without assistance from an intermediary) to integrate, synthesize, analyze, and problem solve in order to effectively examine and treat patients with injuries and illnesses. Students must be able to perform the above quickly in an emergency situation and it a timely manner otherwise.

- Students must possess sufficient cognitive, postural and neuromuscular control, sensory function, ambulation, and coordination to perform appropriate patient examinations and interventions using accepted techniques, as well as accurately, safely, and efficiently use equipment and materials for such purposes. Students must be able to perform the above quickly in an emergency situation and it a timely manner otherwise.

- Students must annually pass examinations by external entities such as CPR for the Professional Rescuer (or similar certification) and OSHA Bloodborne Pathogens Training.

- Students must possess the ability to communicate (orally and in writing) 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/document judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice. Students must be able to perform the above quickly in an emergency situation and it a timely manner otherwise.

- Students must be able to document appropriate vaccinations applicable to healthcare professionals and maintain appropriate personal hygiene conducive to the classroom and clinical setting.
- Students must have the capacity to maintain composure, exercise good judgment, and perform within the standard of care for a student of the same educational level during periods of high stress.

Applicants to the Athletic Training Program will be required to verify that they understand and meet the above technical standards or that they believe that, with certain accommodations, they can meet these standards.

The Athletic Training Program supports the Equal Opportunity and Affirmative Action Programs of the University of Central Florida in the student selection process. All students will be evaluated first with regard to their academic and program qualifications and all students will be evaluated using the same scoring system. To promote fairness and equality, the program seeks to identify a suitable candidate before discussing anyone’s disability status. Once a determination is made that a candidate is ‘otherwise qualified’, discussions will begin regarding whether the Athletic Training Program can make reasonable accommodations to a student who has identified that they require accommodations.

The Athletic Training Program will work with Student Accessibility Services to evaluate a student who states he/she could meet the Program’s technical standards with accommodation(s). SAS will confirm that the stated condition qualifies as a disability under applicable laws. A review of the following will occur: whether the accommodation(s) requested is reasonable; whether accommodation would jeopardize clinician-patient safety; and whether the accommodation will jeopardize the educational process of the student (including all coursework, clinical experiences, and internships deemed essential to graduation).

Compliance with the Program’s technical standards does not guarantee a student’s eligibility for the BOC© certification exam. Students with a concern, should contact the BOC© for the specific technical standards needed to take the certification examination (bocatc.org).

**Technical Standards: Post-Admission review**
Reviewed and approved by Dr. Douglas Mesuer, AT Program Medical Director on 8/12/16 and by Dr. Maria Beckman, UCF Director Equal Opportunity Program on 8/9/16.
Applicants to the Athletic Training Program were required to verify that they understand and could meet the above technical standards or that they believed that, with certain accommodations, they could meet these technical standards. In the event that an athletic training student has a health related or physical condition that occurs after admission, or becomes known after admission, a faculty member, preceptor or the student can request a review of the technical standards.

In the event that a review of the technical standards is requested, the procedures are as follows:

1. The Clinical Education Coordinator and Preceptor would make a determination about whether the student is able to meet the technical standards (with or without reasonable accommodations) in the short-term.
   a. A student who is placing others at risk will be removed from the clinical site until the Technical Standards Review is complete.
2. The student is responsible to be evaluated by an appropriate healthcare provider.
   a. Example – A student who is pregnant would require evaluation by an OBGYN.
   b. Example – A student with a psychosocial concern would require evaluation by a mental health professional (ex. Counseling Center, psychologist, psychiatrist).
   c. A student with a general medical concern would require evaluation by a physician (MD, DO).
3. The healthcare provider will be given a copy of the technical standards.
4. The healthcare provider will make a determination of whether the student is capable of meeting the requirements without accommodations, capable of meeting the technical standards with accommodations, or not capable of meeting the technical standards.
5. The student will provide this documentation to the AT Program.
6. The AT Program reserves the right to accept the documentation, or not accept the documentation and request a second review by a different healthcare provider.
7. If the student is deemed capable of meeting the technical standards with accommodation(s), The University of Central Florida’s Student Accessibility Services will evaluate the student and confirm that the stated condition qualifies as a disability under applicable laws.
8. A review of the following will occur: whether the accommodation(s) requested is reasonable; whether accommodation would jeopardize clinician-patient safety; and whether the accommodation will jeopardize the educational process of the student (including all coursework, clinical experiences, and internships deemed essential to graduation).
Admission Health Standards and Policies

Athletic Training Program students are required to complete a physical examination in light of the technical standards and including an immunizations review by a physician. An MD, DO, RNP, or PA-C may perform this physical examination. Physical examinations are available at no cost to the students at the UCF Student Health Services. Students are required to submit a physical examination during the application process.

Athletic training students are encouraged to obtain a Hepatitis B vaccine due to the inherent risk of exposure to blood and other bodily fluids. This series of 3 doses is available through the Student Health. Athletic training students are required to sign a vaccination declaration form (see Appendix B).

Students are also encouraged to obtain the meningococcal vaccination and a booster dose of meningococcal vaccine for students who received their primary dose before the age of 16 years. Athletic training students are required to sign a vaccination declaration form (see Appendix B).

All athletic training students are trained annually in proper procedures for Bloodborne pathogens and must understand and sign the Communicable Disease and Bloodborne Pathogens Policy & Procedures (Appendix C).

Safety and Security

The University Police can be reached by dialing 911 in an emergency and ext. 3-5555 for business reasons. Students should always be concerned for their personal safety and security. Never study or sit alone in an unsecured area. The student should keep personal effects with him/her with them at all times. If the student sees unfamiliar or suspicious persons, the student should not confront them personally, but should contact faculty or the University Police immediately.

Alcohol and Non-Therapeutic Drug Policies

UCF’s Student Handbook (The Golden Rule) provides clear rules regarding the use of alcohol and illegal substances. The University of Central Florida will impose sanctions upon a student for conduct that violates a student rule of conduct. In addition, any athletic training student found to be under the influence of drugs and/or alcohol while working in any athletic training capacity will be immediately removed from the clinical rotation while the issue is evaluated by the AT Program Progression and Retention Committee.

If a University rule has been broken, appropriate discipline will be at the discretion of the University. The UCF Student Handbook (The Golden Rule) should be consulted for a complete list and explanation of University policy. The Student Handbook is available on the internet at www.goldenrule.sdes.ucf.edu. The Program in Athletic Training is not obligated to retain any student who has been placed on probation, suspended, or dismissed by the university.
Students, who are participating in a practicum rotation, are required to abide by the policies of that location. Therefore, in some cases, a student athletic trainer can be tested for illegal substances in the same manner as the staff or student-athletes are, and may be subject to additional sanctions.

**Sexual Harassment Policies**
The AT Program abides by the University of Central Florida’s Policy on sexual harassment. This policy is available on-line at http://eeo.ucf.edu.

Any student who feels that they have been the victim of sexual misconduct by another person associated with the University of Central Florida, or any clinical affiliation, should report the incident to the Program Director or Clinical Education Coordinator immediately so that the appropriate steps to rectify the situation can be taken.

**Social Networking Policy**
Due to the potential for unprofessional behavior involved with some online social networks, students and preceptors are not to communicate or accept each other as network friends. In addition, athletic training students are not to communicate or accept high school students (minors who are/were associated with clinical assignments) or athletic training faculty as network friends. The AT Program believes that these activities can undermine the ability to maintain a constructive learning environment. This rule includes current, past, present or potential clinical instructors for as long as the student is a student.

Students should not post any information, language or photos on a social networking site that would reveal patient information (HIPAA and/or FERPA) or which may tarnish the reputation of UCF, UCFAA, the AT Program, or its faculty, staff, preceptors, students and/or student athletes.

Students should understand that anything posted online could become available to anyone in the world. In many cases, text or photos placed online becomes the property of the site(s). Also, students should keep in mind that many social media websites are regularly monitored by potential employers, internship supervisors, graduate programs and scholarship committees as a way of screening applicants.

At no time should students violate the HIPAA or FERPA privacy laws on a social media website or otherwise (see “privacy”).

**Privacy and Confidentiality Policy**
Several laws require the AT Program and its clinical rotation affiliates to protect the confidentiality of health information and other confidential information pertaining to its patients and student-athletes. Examples of these laws include the Health Insurance Portability and Accountability Act (HIPAA) and the Family
Educational Rights and Privacy Act (FERPA). Any medical or other private information gained by an athletic training student must be kept confidential in accordance with professional ethics, accreditation standards and legal requirements.

Details on HIPAA and what is considered protected information can be found at http://www.hhs.gov/hipaa/index.html. Details on FERPA and what is considered protected information can be found at http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

The preceptor at the clinical rotation assignment will review specific privacy standards, and the student may be expected to sign a confidentiality statement.

Students are required to understand and sign the Privacy and Confidentiality Policy (Appendix D). Failure to uphold these privacy and confidentiality policies may result in discipline by the AT Program, the University of Central Florida, and the state/federal government.

**Student Liability Insurance**
The AT Program subscribes to the UCF College of Medicine Self-Insurance Program. Students are covered by this insurance as long as they are participating in an AT Program practicum, classroom, laboratory experience, or official event that is tied to the AT Program requirements. A student may choose to purchase additional liability insurance through a private insurance company. This is suggested for any students who plan to volunteer for any events that are not assigned by the Program, such as outside internships and/or the Disney Marathon. If a student chooses to work summer camps under the direction of a certified athletic trainer, they should inquire as to whether they are covered through the camp’s liability insurance and under the direction of a physician protocol.

**Liability – Direct Supervision Policy**
All athletic training students working at an approved clinical education site must be under direct supervision of a qualified supervisor according to the CAATE Standards. Direct supervision is defined as “constant visual and auditory interaction between the student and the preceptor”. Therefore, students cannot be assigned to cover practices, games and/or other athletic activities without proper supervision.

If a student believes that they are not being properly supervised according to this policy, they must notify the Clinical Education Coordinator. Further information on these standards can be found at http://caate.net.

**Liability – Transportation Policy**
Throughout the AT Program, it is necessary for the student to attend classes and clinical affiliations outside of the University of Central Florida’s main Orlando
campus. In all cases, it is the student’s responsibility to arrange transportation, and assume the cost and time associated with travel. Example travel costs include gas, tolls, and vehicle maintenance.

Students are NOT permitted to provide patients with transportation to medical appointments. Students who choose to attend patient medical appointments by driving themselves or riding with another, do so at their own risk.

Students may be invited to travel with teams. In these cases, liability rests with the organization traveling and not with the AT Program. The program does not require travel. It is considered an extra benefit to the student and the host organization, which is extended by the practicum site.

**Liability- Equipment Safety Policy**
All therapeutic modalities in the Athletic Training Laboratory and at all clinical affiliation sites will be calibrated and safety checked on a yearly basis. Proof of calibration of equipment will be kept in the AT Program Director and Clinical Education Coordinator’s offices respectively.

Students are not permitted to use therapeutic modalities unless they have been trained to do so.

**ADMINISTRATION: POLICIES, PROCEDURES, AND COMPLIANCE**

**Student Files**
The student records, pertaining to the AT Program, will be maintained and stored in a locked filing cabinet in the Program Director’s office and the Clinical Education Coordinator’s Office. Academic records will be stored in the Registrar’s Office. Records pertaining to the Program will include but are not limited to:

1. Declaration of major form
2. Transcripts/Audits
3. Program application forms
4. Interview score/results
5. Mid-term clinical review (each site)
6. Final clinical review (each site)
7. Course examinations and other athletic training coursework
8. Exit interview form
9. Any notes pertaining to clinical rotation evaluations
10. Grade information
11. Absence documentation
12. Health information
13. Criminal background check/fingerprinting information
14. Advising forms and notes
Expenses
Current expenses for tuition fees, vehicle registration, health fee, and laboratory fees are listed in the UCF Undergraduate Catalog. Other expenses specific to the AT Program can include the following:

1. Books (variable)
2. Membership to Professional Organizations
   a) NATA ($60/yr), SEATA & ATAF are included in NATA price. Students are required to join by their senior year.
3. Nametags – $10.50 each (only 1 is needed if never lost)
4. Registration to conferences (optional)
5. Certification in CPR, First Aid, and AED ($35-$50)
6. Transportation to clinical facilities (gas and tolls) (variable - but can be significant. The Program attempts to keep students local for at least one semester each year)
7. Orange County Public Schools background and fingerprint fees ($60-80 1-2 times during Program)
8. Student Athletic Trainers’ Organization Dues ($20-40/yr)
9. Hepatitis B vaccine ($40 x 3 shots; only if not already immunized)
10. Professional attire for clinical sites (appropriate shorts/pants, collared shirts, appropriate t-shirts) (Variable)
11. Board of Certification (BOC ®) Application Fee - $35 (if NATA member) Exam Fee - $300 (senior year only)

Nametags Policy & Procedures
The nametag with the Pegasus logo must be visible for patients and preceptors to see while students are at their clinical education sites. The name tags must contain the first and last name of the student and the words “Athletic Training Student”. If students have a professional “nickname” they may use it (ex. Chrissy instead of Christine). Students may not use an unprofessional nickname (ex. Skippy or Doc). See the example below.

Students must obtain a nametag before the start of the fall semester. Nametags are ordered through The Spot’s website at https://thespot4badges.utypia.com/UI/en-US. Students must register as a new user and use a credit card for payment ($10.50 for magnetic back nametag). Students will receive notification when the nametags are ready for picked up at the UCF campus location.
Students are responsible for their own nametags. If the tag is lost or misplaced, students must replace it using the same process. Students may want to order two nametags, so they have an extra on-hand.

**Outside Employment Policy**
Program students are not allowed to use work as an excuse to miss any classroom or practicum requirements. Outside employment is very difficult to manage with the demands and requirements of the AT Program. For these reasons, outside employment of a significant nature is strongly discouraged. If a student must be employed, they should maintain excellent communication with their preceptor and the Clinical Education Coordinator. Care must be taken that the education process is paramount.

**Monetary Remuneration Policy**
Students may not receive any monetary remuneration during their educational experiences. Travel stipends, scholarships, clothing, and meal payments are acceptable.

**Sports Participation Policy**
Sports participation may not conflict with AT Program requirements. Sports participation is very difficult to manage with the demands and requirements of the AT Program. Students who wish to enter the AT Program and remain on their sports team need to schedule an appointment with the Program Director, Clinical Education Coordinator, athletic-academic advisor, and their sport coach to determine the feasibility of such a request. In many cases, sports participation will require an adjustment of the athletic training student’s practicum schedule and will delay graduation in almost all cases.

Students are encouraged to stay active and fit in order to set a good example and promote a positive image of the profession. The AT Program students often form intramural and/or club teams. This is encouraged, however, students participate at their own risk and the teams are not affiliated with the AT Program.

**Classroom – Dress Code Policy**
For guest lectures and student presentations: Students may be asked to dress in professional attire for selected announced guest lecturers and student presentations. In most cases professional attire means wearing a UCF collared shirt and khaki pants. No tennis shoes or sandals, no visible body piercing (except earrings) or visible tattoos.

For laboratory: Student attire must allow complete exposure of the body part being taught. Laboratory dress consists of elastic shorts of sufficient length to protect modesty, short sleeve or tee shirt, and tennis shoes. Students should consider that they will often be in athletic positions (ex. stretching and squatting) and that what may be considered modest in one position may not be modest in another position. Females may be asked to attend selected laboratory
sessions in a sports bra or a bathing suit top and shorts. Males may be asked to take off their shirt for selected laboratory sessions. Professional conduct will strictly be adhered to with no exceptions.

**Class Attendance Policy**
Class attendance is mandatory unless otherwise specified by the instructor. If a student needs to be absent from class, the student must notify the instructor prior to the start of class and/or must consult with the instructor immediately upon return. The student is responsible for arranging with the instructor make-up work and/or securing class notes from other classmates. Class attendance may be factored into a student’s grade at the instructor’s discretion. A student may have excessive absences due to foreseen or unforeseen events. If a student has excessive absences in a semester, the student may be requested, at the option of the Program Director, to take a leave of absence from the program. The student would then have to wait one year and rejoin the program at the appropriate position in the curriculum. An extended and unexcused absence from any Program requirement is grounds for probationary action.

**Missed Examinations**
Students are expected to take all examinations at the scheduled time and place. If a student misses an examination due to illness, a note from a physician is required. An unexcused absence from an examination may not be made up.

**Tardiness and Preparedness**
Athletic training students are expected to be on time for all classes, laboratory sessions, exams, and practicum requirements. Punctuality reflects on the seriousness of the student and is a direct reflection on student professionalism. The athletic training student may be graded on punctuality.

Athletic training students are expected to come prepared with the materials necessary for all classes, laboratory sessions, exams, and practicum requirements.

**Classroom Use Policies**
Students in the AT Program are able to utilize the classroom for academic purposes when there is not a scheduled activity. Athletic training students should also review the room class schedule posted on the door to ensure they will not be there while there is a class in progress.

AT Program students are provided with a door access code. This code is for AT Program students only and should not be given to anyone who is not associated with the program. There are no exceptions.

Students are expected to keep the room clean and organized at all times.
Students are not permitted to use equipment in the room unless they are engaged in academic activity (study or skills practice).

**Athletic Training Program Standardized Writing Requirements**

AT Program students must use the Standardized Writing Requirements (Appendix E) for all assignments in all courses that are part of the AT Program coursework. This document outlines the required and recommended elements for writing assignments. There are requirements for all papers, as well as specific requirements for two specific types; short written assignments/essays and long written assignments/full papers.

For the most part, the requirements follow the *Journal of Athletic Training Authors’ Guide* (http://www. Nata.org/journal-of-athletic-training/for-authors). However, when differences exist, follow the Standardized Writing Requirements in addition to the requirements set forth by each specific instructor.

**Gross Anatomy Laboratory**

At the invitation of the Physical Therapy Program, students may have the opportunity to utilize the human cadaver laboratory and its resources. There are strict guidelines that must be adhered to regarding the use of cadavers in an educational setting. These rules are designed to ensure the safety of all participants, integrity of the deceased, and enhance the learning process. These rules will be distributed at the onset of the laboratory experience and will be strongly enforced.

**Clinical Education – Practicum Student Responsibilities**

Before each semester, every student will be assigned a clinical affiliation destination. It is the student’s responsibility to get in contact with the supervising clinical instructor to secure the following information:

1. Start date
2. Normal athletic training room hours of operation
3. Expectations for the upcoming semester
4. Expectation of student practicum hours
5. Policies and procedures
6. Dress code
7. Directions and important phone numbers
8. Necessary equipment and supplies, including competency matrix
9. Emergency action plan (EAP) procedures and locations
10. Bloodborne pathogens policy and procedures and location of necessary supplies

It is the responsibility of the student and preceptor to review athletic training student responsibilities at the start of the practicum rotation. Students should be made aware of any rule, regulation and/or responsibility that is different from what is stated in this handbook.
Clinical Education – Practicum Attendance Policy
Athletic training students are expected to be in attendance at every assigned clinical site function unless the Clinical Education Coordinator and/or the preceptor excuse the student. The student will follow facility procedures for to notify the preceptor of impeding absence. All modifications of standard athletic training hours need to be approved by the Clinical Education Coordinator. Clinical site experience activities take precedence over any and all personal employment, club, intramural/recreation, and/or personal activities.

In many cases, practicum course assignments require attendance at the clinical site during times that are outside of the UCF academic calendar. In other words, most students, depending on clinical assignment, could be required to participate in a clinical assignment for several weeks before the semester officially begins, during official university breaks and holidays, weekends, early and late hours, and/or after a semester has officially concluded.

It is important to recognize that one of the strengths of the program lies in the experiences gained from real-world exposure. In addition, the preceptor dedicates a great amount of time to the education of our students, and they deserve to be assigned a reliable and responsible student who values the experience they are gaining from their placement. The program feels that a balance can be reached between creating a reasonable schedule for athletic training students and exposure to critical experience. This balance can be found using good communication between the student, the preceptor and the Clinical Education Coordinator. The three parties will work together to ensure that the schedule is reasonable for all parties and presents a learning opportunity for the student.

Assignments to practicum sites are made by the Clinical Education Coordinator well in advance. Students have ample time to plan on meeting the time requirements set by their practicum preceptor. Students entering the program should not schedule themselves to be gone from the UCF area during any school breaks until they consult with the Clinical Education Coordinator regarding their requirements.

Failure to meet the expectations set forth by the clinical assignment will result in disciplinary action by the AT Program.

Clinical Education – Practicum Dress Code Policy
Students are expected to dress professionally at clinical rotation assignments and wear a nametag. Students are expected to adhere to the dress code standards of their assigned practicum. Some locations may have very strict regulations regarding jewelry, hair length, tattoos, and logo restrictions. Failure
to abide by these codes may result in reassignment to a different practicum location. At all practicum locations, shorts should be sufficient length to protect modesty. The clinical rotation site may issue uniforms. Sneakers should be worn. Under no circumstances should the following be worn: other university clothing, clothing advertising alcohol and/or drugs, cut-offs, open-toed shoes and excessively tight/revealing clothing. Athletic training students should cover any exposed tattoos and remove any visible body piercings (other than earrings).

Clinical Education – Practicum Workload and Schedule Policies
Students are expected to participate in their clinical rotations for 16-22 hours/week. The actual hour requirement is determined by the clinical education site and is based on availability of the preceptor, schedule of the clinical education site and learning experience provided by that site. **The hour requirement should not be based on a student’s outside personal activities, or other employment.** Students who average less than the 16 required hours/week will be deemed as not participating fully in the practicum assignment. Students who do not participate fully in their practicum assignment will not receive partial credit, and will fail that portion of the practicum grade. Students who complete more than 22 hours will not receive a higher grade. However, a preceptor may reflect the students extra effort in their evaluation. **Students are expected to maintain weekly hours throughout the entire semester even if their overall hour requirement has been fulfilled prior to the end of the semester.**

Preceptors are expected to schedule students during times when learning is most likely to occur. Schedules should be made 1-2 weeks in advance in anticipation of the schedule at the practicum site. Preceptors are required to limit scheduled participation to 22 hours/week and allow for at least one unscheduled day each (7 day) week. Students are expected to maintain communication with their preceptor and Clinical Education Coordinator to ensure that the hour requirements are met, but not exceeded. Students may participate in their practicum rotation in excess of the scheduled hours; however, it must be with the understanding that they are not required to be there. Under no circumstances will a penalty be applied to a student who does not participate in excess of scheduled hours. Under no circumstances should students be scheduled for hours that violate the AT Program policy on direct supervision.

Clinical Education – Personal Relationships Policies
Students may not engage in romantic or intensely personal (ex. close friends, business partners) relationships with student-athletes, patients, faculty, preceptors, or other clinical placement staff. Any athletic training student who is involved in a prior or new romantic or intensely personal relationship with anyone defined above must proactively inform the Program Director or Clinical Education Coordinator. The student will be assigned to another clinical site to protect the integrity of all parties and maintain the educational environment.
In addition, students engaged in romantic or intensely personal relationships with other AT Program students must proactively inform the Program Director or Clinical Education Coordinator. The Clinical Education Coordinator will consider whether adjustments to current or future clinical sites are necessary in order to protect the integrity of all parties and maintain the educational environment.

Students should refrain from discussing their personal lives with patients. This is especially important in the case of patients who are minors. It is inappropriate to discuss mature subject matter of a personal nature with minors.

The policies above are program specific and based on the idea that a relationship with a healthcare provider must be founded in trust and mutual respect. Personal relationships like these are damaging to the learning experience and undermine the trust between patient and healthcare provider. Students who do not inform the Program of such a relationship will be dismissed from their clinical rotation and sanctions regarding inappropriate professional behavior will be considered. Further action, including probation or dismissal, will be at the discretion of the Program Director in consultation with the AT Program Progression and Retention Committee.

Clinical Education – Formal Instruction Policy
Students may not be assigned any task or responsibility which has not been formally addressed in the classroom or through instruction by a preceptor. For example, students should not be determining parameters for therapeutic ultrasound and performing treatments on their own until they have completed the Therapeutic Modalities in Athletic Training course. However, if instruction is given and understanding is assessed by the preceptor, a student who has not completed this course may perform the treatment provided the preceptor has initiated the treatment procedure with the patient (including assessment of contraindications/precautions) and set the parameters.

HONORS, AWARDS & MEMBERSHIPS

Iota Tau Alpha
Iota Tau Alpha is an honors and professional society for athletic trainers. Its purpose is to “stimulate interest, scholarly attainment, and investigation in Athletic Training Education” and to “promote the dissemination of information and new interpretations of the Society's activities among students of Athletic Training Education”. UCF’s chapter is the Gamma Iota chapter. Students are eligible for ITA if they have completed at least 3 semesters of academic coursework in the AT Program and have achieved a 3.5 GPA and/or are within the top 35% of their cohort.

Honors in the Major
Honors in the Major (HIM) Program, is open to AT Program juniors and seniors. Students who desire to complete an undergraduate thesis on a topic of Athletic
Training can graduate with Honors in their major. This thesis is bound and archived in the university library and is available to researchers worldwide through electronic databases. Information on HIM Program can be found in http://www.honors.ucf.edu/HIM.asp.

**National Athletic Trainers’ Association Membership**

Involvement in one’s professional organization is essential to the professional athletic trainer. All students in the AT Program must apply for membership with the National Athletic Trainers’ Association (NATA) **by the start of the senior summer semester**. Membership in the NATA provided automatic membership in the Southeast Athletic Trainers’ Association (SEATA) and the Athletic Trainers’ Association of Florida (ATAF). An application for membership can be accessed from the NATA website at http://www.nata.org. Membership will allow students to receive publications and keep abreast of the many changes affecting the profession. In addition, many required readings are accessed through the NATA website and/or the *Journal of Athletic Training*, which are both included as membership benefits. Many employers and scholarship committees will exclude candidates who are not members.

**Student Athletic Training Organization (SATO) Membership**

All students in the AT Program are strongly encouraged to become a member of the Student Athletic Training Organization (SATO) on-campus organization. Membership meetings include presentations from various allied health professionals, informative Program information, and fund-raising opportunities that provide financial support to attend the NATA Annual Meeting and Clinical Symposia, Annual SEATA Clinical Symposia and Members Meeting and the Annual SEATA Athletic Training Student Symposium. The involvement in this organization promotes the student’s professional growth, appreciation for the profession, and introduces each student to the political activities inherent in any large organization. **In addition, scholarship and awards committees often will not consider a student who is not involved in their own organization.**

Dues are collected and used in support of the goals of SATO.

**LETTERS OF RECOMMENDATION/REFERENCE**

Students are often unsure of how to properly ask for and receive a letter of recommendation. Students sometimes make mistakes when writing a list of references. We suggest the following steps:

1. Always think hard about who can best be a reference and/or write a letter of recommendation. Take care to look for possible connections to the place you are applying to (ex. The reference writer is an alumni or former employee). Do not ask people to be a reference or write you a letter if they do not really know you very well. Do not ask people who you worry may paint a less than flattering picture. If you are worried about whether they will be a positive reference, you should specifically ask them.
2. The application will ask you if you waive your right to see the letter. Always waive your right to see the letter. Many schools will not take the letter seriously if there is no confidentiality. You must trust that if someone agrees to write a letter of recommendation, they will say positive things.

3. Always ask permission to add someone to your reference list. It is not a good idea to allow a potential employer to call that person unless they are aware that they are serving as your reference. Also, take care not to simply ask if someone “will” be a reference. Rather, ask them if they feel they can serve as a “positive reference” for you. There is a big difference.

4. Always try to ask in person unless extenuating circumstances apply. If you are afraid to ask face-to-face, it raises questions about your confidence and maturity to enter the next phase of your career.

5. When you ask someone to write a letter of recommendation, you should provide the following information:
   a. Provide the name of the program director or human resources person and the address the letter is to go to (regardless of whether we are to mail it, give it to you, or upload into a website……this information makes a more professional letter).
   b. Provide a deadline.
   c. Provide any special requests the school has (ie. specific areas to address).
   d. Provide instructions as to how it should be delivered (ie. give to you, mail directly, upload into website, etc).
   e. Provide any paperwork, including the paperwork regarding your right to see the letter. Not all schools have paperwork, but many do. Be sure to sign it before giving it to the person writing the letter.
   f. Provide a resume so that we can be sure to add all the great stuff you did. The resume doesn’t need to be perfect, but it should have your rotations, clubs, positions held, GPA, etc.
APPENDIX A – Student Acceptance Form

I __________________________ certify that I have read, understand, and will comply with the 2017-2018 Athletic Training Program Student Handbook.

I agree to accept the rules, regulations academic and ethical standards that the handbook describes. I also understand that some rules, regulations, and/or standards outlined in the handbook are in addition to those represented in the current UCF Undergraduate Catalog and the UCF Student Handbook (The Golden Rule).

I understand that failure to comply with any policies outlined in the handbook may result in disciplinary action. I agree to accept any disciplinary action imposed upon me as the result of my non-compliance with handbook policies.

By signing below, I hereby certify that I have been provided the opportunity to ask questions regarding the contents of the AT Program Student Handbook and that the above is true and correct.

Signature of Program Student ________________________     Date _______________
Signature of Program Director ________________________    Date _______________
APPENDIX B – Vaccination Declaration Forms

HEPATITIS B VACCINATION

Name: ____________________________________________

DOB: ______________                        PID: _______________

Waiver Statement

Hepatitis B: Hepatitis B (HBV) is a serious viral infection of the liver that can lead to chronic liver disease, cirrhosis, liver cancer, liver failure, and even death. This disease is completely preventable. The Hepatitis B vaccine is available to all age groups to prevent Hepatitis B viral infection. A series of three doses of vaccine are required for optimal protection. Missed doses may still be sought to complete the series if only one or two have been received. The HBV vaccine has a record of safety and is believed to confer lifelong immunity in most cases. For more specific information about Hepatitis B disease and vaccines, please visit UCF Student Health Services website: http://www.studenthealth.ucf.edu/immunizations.

The UCF Athletic Training (AT) Program recommends that all AT students receive the Hepatitis B series due to the inherent risk of exposure to blood and other bodily fluids.

Please check one:

☐ I understand that due to the exposure risk associated with the AT Program at the University of Central Florida, I may be at risk for acquiring Hepatitis B (HBV). I have been instructed to obtain this vaccination by the University of Central Florida AT Program faculty and I decline the vaccination. I understand that by declining this vaccination, I continue to be at risk for Hepatitis B.

☐ I have completed the Hepatitis B vaccination series in the past (attach record).

☐ I have received ________ injection(s) of the Hepatitis B vaccination series and will complete the series in a timely manner. I will provide documentation when completed.

☐ I have a history of a previous Hepatitis B infection, documented by either lab test or physician diagnosis (attach record).

☐ Other ________________________________________________________________

Signature: ___________________________ Date: ____________

Witness signature: ___________________________ Date: ____________

Approved by: the AT Program Faculty; Dr. Douglas Meuser, AT Program Medical Director on November 30, 2015.
MENINGOCOCCAL VACCINATION

Name: ________________________________

DOB: ______________                        PID: _______________

Waiver Statement
College students, especially freshman living in residence halls, are at an increased risk for contracting meningococcal disease. The bacterial form of this disease can lead to serious complications such as swelling of the brain, coma, and even death within a short period of time. FDA approved vaccines are currently available that decrease, a person's risk of acquiring meningococcal meningitis. There are (5) different serotypes (A, B, C, Y and W-135). Three vaccines offer protection against serotypes (A, C, Y and W-135), and two vaccines covers the B strain of the bacteria. For more specific information about meningococcal meningitis and college student risks, please visit UCF Student Health Services website: http://www.studenthealth.ucf.edu/immunizations.

The UCF Athletic Training (AT) Program recommends that all AT students receive the meningococcal vaccination. The UCF AT Program also recommends a booster dose of meningococcal vaccine for students who received their primary dose before the age of 16 years.

Please check one:

☐ I understand that due to the exposure risk associated with the AT Program at the University of Central Florida, I may be at risk for acquiring meningitis. I have been instructed to obtain this vaccination by the University of Central Florida AT Program faculty and I decline the vaccination. I understand that by declining this vaccination, I continue to be at risk for meningitis.

☐ I received the meningitis vaccination before the age of 16 and also a booster since the age of 16 (attach record).

☐ I received the meningitis vaccination before the age of 16 and will receive a booster in a timely manner. I will provide documentation when completed.

☐ Other ______________________________________________________

Signature: ________________________________  Date: __________

Witness signature: ______________________________  Date: __________

Approved by: the AT Program Faculty; Dr. Douglas Meuser, AT Program Medical Director on November 30, 2015.
APPENDIX C – Communicable Disease and Bloodborne Pathogens Policy & Procedures

UCF Athletic Training Program
Communicable Disease and Bloodborne Pathogens Policy & Procedures

The purpose of this policy is to protect the health and safety of the students enrolled in the Athletic Training (AT) Program as well as the people they come in contact with during their practicum course. This policy is designed to provide students, faculty, staff, and preceptors with a plan for the management of students who have, or may come in contact with, infectious diseases. This policy was developed using information from the Centers for Disease Control and Prevention (CDC) website (www.cdc.gov).

What is a communicable disease?
Communicable diseases are those that are spread from one person to another. Communicable viruses and bacteria can spread four ways: air (ex. a cough or sneeze), direct physical contact, vehicle (injected or ingested), or a vector (animal or insect).

Examples of communicable diseases include, but are not limited to:
- methicillin-resistant staphylococcus aureus (MRSA)
- streptococcal infection (i.e., strep throat)
- viral respiratory infections
- pertussis
- tuberculosis
- meningococcal infections
- active chickenpox (varicella)
- measles
- mumps
- rubella
- contagious conjunctivitis
- hepatitis viruses
- human immunodeficiency virus (HIV)
- cytomegalovirus infection
- diphtheria
- enterovirus infections
- scabies
- pediculosis
- herpes zoster (shingles)
- herpes simplex

What is a Bloodborne pathogen?
Bloodborne pathogens are infectious microorganisms that cause communicable diseases in humans. Bloodborne diseases are spread through exposure to blood or other bodily fluids. The most well-known bloodborne diseases are for healthcare professionals are hepatitis B (HBV), hepatitis C (HCV), and human immunodeficiency virus (HIV).

Policy Statements
I. Prior to commencing the practicum experience, Athletic Training (AT) Program students must have the following documentation on file:
   - completed immunization records on file with the Student Health Center per current UCF guidelines (done as a part of the UCF admissions process);
   - complete physical examination from an MD, DO, RNP, or PA-C (done as a part of the AT Program admissions process) on file with the AT Program;
   - record of hepatitis B and meningitis immunization or signed declination form on file with UCF AT Program;
   - record of completed Bloodborne pathogens training (completed during ATR 3102/4014C);
   - record of any additional immunization requirements by the practicum site (if applicable);
   - record of current and continuing certification in emergency cardiac care (according to BOC/licensure guidelines); and
   - record of current and continuing certification in first aid.

II. When providing patient care, regardless of the real or perceived communicable disease status of the patient, all students should follow standard and universal precautions:
   - assume that all blood and body fluids are known to be contaminated with bloodborne pathogens;
   - wash hands before and after patient contact, even if gloves are used;
   - wear gloves when exposure to blood, body fluids, excretions or secretions is likely;
   - use gloves appropriately according to aseptic and/or sterile techniques, and change gloves between patients;
   - wear gowns/aprons when soiling of clothing with blood or body fluids is likely;
   - wear masks, face shields and eye protection when splashing of blood or body fluids may occur;
• dispose of sharps in designated rigid sharps containers;
• never recap needles or scalpel blades by hand; and
• dispose of waste saturated with blood or body fluids in designated red-bag trash containers.

III. Students are not to provide care to patients if they have active signs or symptoms of a communicable disease.

Procedures for Students with Suspected Communicable Disease
I. Students who have a severe respiratory infection, fever, severe sore throat, diarrhea, and/or skin lesion should report the information to their preceptor to determine if further medical evaluation is appropriate.
II. If a student is suspected of having a communicable disease, s/he is to obtain medical diagnosis and treatment prior to working directly with any patient.
III. Following a medical diagnosis, the student is responsible for informing the preceptor and Clinical Education Coordinator of their status and discussing an appropriate plan for didactic and practicum course participation.
IV. Students with signs or symptoms of an active communicable disease will not be allowed patient contact without a medical clearance.
V. The Clinical Education Coordinator will maintain written documentation of the student’s illness.
VI. Any recommendations made or actions taken by the UCF AT Program will respect the confidentiality and welfare of the student while also recognizing and responding to issues regarding the welfare of patients.

Procedures Following an Exposure
I. If the student believes s/he has been exposed to a communicable disease during a practicum experience, s/he should inform their preceptor immediately to obtain information about control of the disease and other pertinent information.
II. If the student has been exposed to a Bloodborne pathogen during a practicum experience, s/he should:
• Inform their preceptor and immediately flood the area with water and soap or skin-disinfectant if available.
• The student or preceptor should call the National Post Exposure Hotline at 1-888-448-4911 for the most current information available regarding treatment. The phones are answered from 9:00 am to 2:00 am, except holidays. Information can also be obtained by visiting the Clinical Consultation Center Post-Exposure Prophylaxis (PEP) web site at: http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide/.
• The student should obtain immediate evaluation by a medical professional. Time is of the essence in managing a Bloodborne pathogens exposure. Some treatment regimens must be started within two hours of exposure to be maximally effective.
III. The student or preceptor should document the source individual of the contaminated material and pertinent information regarding the situation.
IV. The student and preceptor must inform the AT Program Clinical Education Coordinator as soon as practicable.

This policy was reviewed and approved by the following institutional personnel:

Dr. Douglas Meuser, MD – Athletic Training Program Medical Director and Assistant Director of Medical Services for UCF Health Services
Jose Vazquez Perez - Assistant Director of Environmental Health and Safety

I have received a copy of this policy and procedures regarding the policies and procedures; and I understand and agree to abide by the policies and procedures.

Student Signature: _______________________________ Date: ___________
Printed name: ____________________________________

Approved by: the AT Program Faculty; Dr. Douglas Meuser, AT Program Medical Director; and Jose Vazquez Perez Assistant Director of Environmental Health & Safety on 2/8/2016.
APPENDIX D - Privacy and Confidentiality Policy

PRIVACY AND CONFIDENTIALITY POLICY

INTRODUCTION
The Athletic Training Program curriculum and courses sometimes expose students to confidential information pertaining to student-athletes / patients, health care professionals, the department, the UCF Athletic Association, Inc. (UCFAA), and other healthcare facilities serving as practicum sites. The learning experiences provided through exposure to this kind of information is integral to the UCF Athletic Training Program. We are required by law, professional standards, and ethics to protect this information.

I, __________________________________________
Print Name

I WILL NOT:
• exhibit or divulge the contents of any patient record or report (oral, written or electronic);
• use these resources to engage in illegal activities, or harass anyone; and/or
• see personal benefit of, or permit others to benefit personally by any confidential information I may be exposed to through the Athletic Training Program.

______________________________
Student Initials

I UNDERSTAND:
• that the information accessed through the Athletic Training Program contains sensitive and confidential patient, business, financial, and employee information;
• that my obligation under this agreement will continue after completion the Athletic Training Program and that my privileges are subject to review, revision, and renewal; and
• that violators of this agreement will be subject to disciplinary action (including dismissal) and may be subject to penalties under state law and federal laws and regulations.

______________________________
Student Initials

By signing, I pledge that I have read, understand, and will comply with the Athletic Training Program Confidentiality / Security Agreement.

______________________________  ____________________________
Student Signature                  Date

______________________________
Student Print Name
Kristen C. Schellhase  
Therapeutic Modalities EBP Homework  
Due: 6/12/18

This is the best paper I have ever written. I adhered to all of the requirements that my instructor very clearly outlined to me in the instructions.¹ Also, I looked at the grading rubric online before and after writing my paper. Finally, I proof-read my paper and also asked someone else to proof-read it for me before turning it in. In short, I have earned an “A+” on this paper.

References

FOR LONG WRITTEN ASSIGNMENTS/FULL PAPERS

Formatting

- A cover page should be included with the assignment title (centered and all CAPS), name of the student, course, and student email address, and due date.
- All pages should be single-sided unless otherwise told by the instructor.
- All pages should be printed in black and stapled together (unless submitted online).
- All margins are 1 inch. (Be aware that Word 2007 and 2010 default to 1.25 inches.)
- Do not include extra spacing between paragraphs. (This is another common default in Word.)
- Use a font size of 12 and Times New Roman style throughout the entire document. Even the header/footer.
- Everything in the document should be double spaced, including the references.
- Page numbers should start after the cover page. Center the page numbers on the bottom within the footer.
- Each page (after the title page) should have the student’s last name in the header.
- All paragraphs should be aligned to the left. Do NOT right justify the paragraphs.
- In-text citations are required using superscript numerals.
- Reference list starts on a separate page, should be numbered, and sources should be listed in the order they are presented within the body of the paper (numbers are not superscript). Write the word References (bold and centered) at the top of the page.

THERAPEUTIC MODALITIES EBP HOMEWORK

Kristen C. Schellhase

Therapeutic Modalities for Athletic Trainers (ATR 4302C)

Kristen.schellhase@ucf.edu

Due: 6/12/18
Titles
- Should be on the cover page only. Start the paper on the second page without duplicating the title.
- Should be clear, be precise, entice reader, and use key words.
  - Ex. “Atraumatic Testicular Torsion in a Collegiate Lacrosse Player”
- Should NOT use wasted words (“a study on” or “an investigation of”) or be cute (magazine as opposed to scientific).
  - Ex. An Investigation of Testicular Pain: To Ice or Not to Ice?

Abstract (if required)
- Should be clear and concise and allow the reader to decide whether to read more.
  - Many submissions to outside agencies limit the word count and WILL reject your paper without even reading it if you do not stick to the limits.
- Should NOT contain any information not in the body of the paper.
- Should use the required headings and key words according to your instructor.
FOR ALL WRITTEN ASSIGNMENTS

Paragraphs
- Paragraphs should have a point and only one main point. Making even a rough outline before starting to write can really improve your writing and keep you on point!
- Tip: as you are reading, summarize the sections of text into 1-2 sentences of your own to take notes. Insert these sentences into your original outline in the appropriate place and at the end you will have a larger and more detailed outline to create your paper.
- Avoid paragraphs with three or less sentences (1-2 sentences do not make a paragraph.)
- Avoid paragraphs longer than one-page. (It likely means there are too many points.)

Sentence Structure and Grammar
- Instructors will have rubrics to determine the impact of errors on your grade. In general, more than 3-4 errors per page of writing will severely impact your grade for the assignment.
- Unless the instructor has asked you to write an opinion piece or personal narrative, avoid writing in the first person (e.g., I, me, us, you, we). Most scientific writing should be in the third person.
- Avoid starting a sentence with a conjunction (e.g., and, or, but), number, acronym, or “because” in professional writing.
- Rhetorical sentences?????? No!
- Avoid using contractions (e.g., can’t, don’t, won’t, shouldn’t) in professional writing.
- Use action verbs, check for subject-verb agreement, and use the correct verb tense.
- Avoid passive voice when you can.
  - Active – “The student wrote the paper” (subject + verb + rest of sentence)
  - Passive – “The paper was written by the student” (subject at the end of sentence and disconnected from the verb)
- Avoid “by” and “was/has/happened” + past tense verb
  - was written by
  - has written badly
  - The student had happened to write badly (ugh!)
- Watch for anonymous subjects (assumed)
  - It is said that….. (Who said that???)
- Avoid slang or clichés (e.g., benefit of the doubt, dime a dozen, fell on deaf ears).
- Write concisely by removing duplicating words and/or phrases (e.g., small in size, brief in duration, a total of 152 participants).
- Use concrete words instead of abstractions (i.e., an “animal” could be a cat, dog, bear, tiger, or horse).
- Use correct punctuation.
- Spell out an acronym the first time you use it in a document and then place the acronym in parentheses, such as Environmental Protection Agency (EPA). After that, you need to use the acronym exclusively.
- Fix all run-on sentences in one of these ways:
  - create two separate sentences,
  - link two independent clauses (clauses that are complete sentences) with a semicolon,
combine independent clauses with a comma and coordinating conjunction (e.g., and, but, or, nor, yet, so, for), or

subordinate one of the independent clauses by using a subordinating conjunction (e.g., before, unless, whenever, while, whether).

Plagiarism and Proper Referencing

A reference is required whenever you are using someone else’s ideas/thoughts as you articulate your paper. The intent is to give credit to the originator of the idea/thought and to demonstrate to what depth that your argument has been discussed by others. You are not allowed to imply that these ideas/thoughts are your own. References also allow someone to look into the subject further if they are interested. Plagiarism will result in failure of the assignment, failure in the course, and disciplinary action by the program as well as referral to the Office of Student Conduct.

Direct quotes

There are VERY few reasons to use a direct quote in scientific papers. Quotes should only be used when the original author’s words cannot be restated without losing their impact. In most cases, quoting in scientific writing is a signal to the teacher that the student didn’t understand the material enough to synthesize and restate it.

An in-text citation and quotation marks, are required for all direct quotes.

Paraphrasing

In most cases, scientific writing requires the writer to synthesize multiple pieces of information from other authors and restate the composite information in the context of their main point.

Tip: as you are reading, summarize the sections of text into 1-2 sentences of your own to take notes. Insert these sentences into your original outline in the appropriate place and at the end you will have a larger and more detailed outline to create your paper. Taking only paraphrased notes can help to avoid “accidental plagiarism”. Using your outline in this way will help the flow of your paper and keep you on point.

“Common knowledge” (ex. sprained ankles get swollen or the knee has four main ligaments) usually does not require a reference because it is not any one person’s original thought.

Include in-text citations for all quoted and paraphrased material. In-text citations should be in superscript numerals beginning with ¹. These superscript numerals can be placed at the end of the sentence they refer to.

Juniors – All sentences that require a reference must have a reference – even if it is the same as the sentence before. (This is not technically correct, but we are trying to train you.)

Seniors – If you have a string of sentences in a row that are all the same reference, you put the superscript numeral after the final one. If the paragraph is new, you reference the final sentence in the string – even if it is the same reference as the paragraph before. (This is the way you should do it as a professional.)

Use a reference list.
Use AMA 10th to format the references – This is outlined in the *Journal of Athletic Training Authors’ Guide*.

The order of the references at the end of the paper should be in the order they were presented in the text (not alphabetical). Number the references with the same number as the superscript numbers in text (regular size numbers – not superscript numbers).

Do not include sources in your reference list that are not cited in your document.

**Reference Tips**

- Recognize that the library database “cheater” (the button that asks the search engine to put this in your requested reference format) reference is close but not quite correct….it is your responsibility to make sure the reference is correct.
- Pay attention to capitals, italics and order of the information.
- If you used a book, list the page numbers unless you used the entire book.
- Author vs. editor - They are referenced differently because books with editors have different authors for every chapter. Each chapter used must be listed separately.
- Online journal vs. a journal that exists on real paper – Just because it was found on the internet through a database doesn’t mean it is an online journal. (A librarian may have scanned it for you!)
  - Online journals should be cited as online journals.
  - Journals that exist in real life, but a librarian put in PDF format should be cited as regular journals.
- Don’t use websites unless they are very good ones (like the AMA or NATA)!

**Last but not least…**

- Do not write magazine-ey. Write scientifically. Don’t be cute. Get to the point and stay on point.
- Journals do not do research, people do. Journals only publish research, so the phrase “The Journal of Athletic Training did a study…” is not correct. The phrase should be “Denegar stated” or “research demonstrates”, etc.
- Read your paper backwards. This old journalism trick works well. Many times we memorize our document by repeatedly reading it from start to finish. By reading the last sentence, and then the sentence before the last sentence, each sentence stands out. This method allows you to read this document like it is the first time.
- Always have someone else read over your paper. They do not need to be a subject-matter expert, but another person can catch the missing verb in a sentence or an unclear pronoun.
- After printing the final paper, review it again. Sometimes headings are orphaned and/or margins reset that can affect the final format of the document.
## APPENDIX F – Comprehensive Program Assessment Plan

### AT Program Goal 1: The AT Program faculty will provide a high-quality comprehensive curriculum that prepares students to be health care professionals.

<table>
<thead>
<tr>
<th>Program Assessment or UCF IE Student Learning Outcome (SLO)</th>
<th>Measures</th>
<th>Method, Course (if applicable) &amp; Timing</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Assessment Outcome 1</strong></td>
<td>UCF IE SLO Measures 1.1, 2.1, 3.1, 4.1</td>
<td>1. Practicum I Practical Examination (ATR 3812L) December; Practicum II Practical Examination (ATR 3822L) April/May; Practicum III Practical Examination (ATR 4832L) December; Practicum IV Practical Examination (ATR 4842L) April/May Plant</td>
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</tr>
<tr>
<td><strong>UCF IE SLO Outcomes 1-7</strong></td>
<td>90% of students will earn a grade of &quot;C&quot; (73%) or better on the cumulative final competency examinations for each practicum course (ATR 3812L, 3822L, 4832L, 4842L). The first-time pass rate will meet or exceed the first-time pass rate for the prior year. Commonly missed questions will be identified and categorized by four content areas of prevention &amp; health promotion (PHP), clinical examination &amp; diagnosis (CE), acute care of injury &amp; illness (AC) and therapeutic interventions (TI) so that an action plan to improve can be implemented during the subsequent cycle. The cumulative final competency examinations are oral practical evaluations that contain the Professional Knowledge for the practicum course that the student is enrolled in, but also include an evaluation of the Professional Knowledge from all past semesters. <strong>(Direct)</strong></td>
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<tr>
<td><strong>Note:</strong> The content area of Evidence Based Practice is assessed as a separate objective/outcome.</td>
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<tr>
<td><strong>UCF IE SLO Measure 5.1</strong></td>
<td>90% of all students in the AT Program will earn a &quot;B-&quot; (80%) or better on the Psychosocial Intervention essay in the Case Studies in Sports Medicine (ATR 4103 course). This measure assesses the psychosocial strategies &amp; referral content area. <strong>(Direct)</strong></td>
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<tr>
<td><strong>UCF IE SLO Measure 6.1, 7.1</strong> 90% of students will earn a grade of &quot;B-&quot; (80%) or better on the cumulative final examination for the Organization &amp; Administration in Athletic Training course (ATR 4512C). This measure assesses the healthcare administration (HA) and professional development &amp; responsibility (PD) content areas. <strong>(Direct)</strong></td>
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<tr>
<td><strong>UCF IE SLO Measure 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2</strong> 90% of graduating seniors will report on the AT Program Exit Survey (prior to graduation), that they “agree” or “strongly agree” that they are confident regarding their knowledge and ability to perform in the seven Professional Knowledge content areas measured in this outcome. Each mean score will meet (within 1 standard deviation) or exceed the mean score from the prior year. <strong>(Indirect)</strong></td>
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</tbody>
</table>

39
<table>
<thead>
<tr>
<th>Program Assessment Outcome 2</th>
<th>UCF IE SLO Outcome 8</th>
<th>UCF IE SLO Measure 8.1</th>
<th>The first-time pass rate on the Board of Certification (BOC) national examination for each graduating cohort will meet or exceed the national first-time pass rate from the prior year. <em>(Direct)</em></th>
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</thead>
<tbody>
<tr>
<td>AT Program students will be well prepared to pass the Board of Certification (BOC) and become entry-level athletic trainers. <em>(SLO)</em></td>
<td>UCF IE SLO Measure 8.2</td>
<td>90% of preceptors will “agree” or “strongly agree” that their assigned practicum IV student(s) is/are prepared to be an entry-level athletic trainer. The mean score will meet or exceed the score for the prior year. <em>(Indirect)</em></td>
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<td>UCF IE SLO Measure 8.3</td>
<td>90% of recent alumni (prior two cohorts) will report on the AT Program Alumni Survey that they &quot;agree&quot; or &quot;strongly agree&quot; that they were adequately prepared to be an effective entry-level athletic trainer. The mean score will meet (within 1 standard deviation) or exceed the score from the prior year. <em>(Indirect)</em></td>
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<tr>
<td>Program Assessment Outcome 3</td>
<td></td>
<td>Measure 1</td>
<td>100% of AT Program faculty will possess the credentials required by the Commission on Accreditation of Athletic Training Education (CAATE) and will have participated in at least one athletic training related educational workshop, training, and/or CEU opportunity within the past 2 years. <em>(Direct)</em></td>
</tr>
<tr>
<td>AT Program faculty will be highly qualified and amply motivated to provide students a high-quality comprehensive education.</td>
<td>Measure 2</td>
<td>100% of faculty will demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from at least 75% of students who complete an evaluation. <em>(Indirect)</em></td>
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</table>

1. BOC Examination Statistics from UCF April/June and BOC National Data June Schellhase
2. Preceptor Upcoming Graduate Survey April Schellhase/Plant
3. Alumni Survey April/May Schellhase

1. Faculty credential assessment Ongoing Schellhase
2. Faculty evaluation/ratings August, January, May Schellhase
### AT Program Goal 2: The AT Program will provide a high-quality comprehensive clinical education experience that prepares students to be health care professionals.

<table>
<thead>
<tr>
<th>Program Assessment or UCF IE Student Learning Outcome (SLO)</th>
<th>Measures</th>
<th>Method, Course (if applicable) &amp; Timing</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Assessment Outcome 4</strong>&lt;br&gt;UCF IE SLO Outcome 9</td>
<td><strong>UCF IE SLO Measure 9.1</strong>&lt;br&gt;100% of the graduating seniors will demonstrate proficiency with each of the Clinical Integration Proficiencies (CIPs) as found in the Professional Education Council’s 5th Edition of the Athletic Training Education Competencies. These proficiencies will be evaluated directly by a trained preceptor or faculty member. (Direct)</td>
<td>1. Practicum I CIPs (ATR 3812L) December; Practicum II CIPs (ATR 3822L) April/May; Practicum III CIPs (ATR 4832L) December; Practicum IV CIPs (ATR 4842L) April/May Plant&lt;br&gt;2. Preceptor Upcoming Graduate Survey April Schellhase/Plant</td>
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<td><strong>UCF IE SLO Measure 9.2</strong>&lt;br&gt;90% of preceptors will “agree” or “strongly agree” that the graduating seniors assigned to them are prepared to perform in the content areas. (Indirect)</td>
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<tr>
<td><strong>Program Assessment Outcome 5</strong></td>
<td>Measure 1&lt;br&gt;100% of preceptors will possess the credentials required by the Commission on Accreditation of Athletic Training Education (CAATE) and will have been trained through a UCF AT Program workshop with the Clinical Education Coordinator. (Direct)</td>
<td>1. Preceptor credential assessment Ongoing Plant&lt;br&gt;2. Preceptor evaluations December, April/May Plant</td>
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<td>Measure 2&lt;br&gt;90% of students will rate their preceptors as above 80% according to the Preceptor Evaluation Form (Indirect)</td>
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<tr>
<td><strong>Program Assessment Outcome 6</strong></td>
<td>Measure 1&lt;br&gt;100% of clinical affiliation sites will possess all of the qualifications outlined by the Commission on Accreditation of Athletic Training Education (CAATE). (Direct)</td>
<td>1. Site qualification assessment Ongoing Plant&lt;br&gt;2. Site evaluations December, April/May Plant</td>
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</tbody>
</table>
### AT Program Goal 3: The AT Program will encourage students to contribute to the health and welfare of their constituents by using evidence-based medicine, excellent communication, information fluency, and critical thinking skills.

<table>
<thead>
<tr>
<th>Program Assessment or UCF IE Student Learning Outcome (SLO)</th>
<th>Measures</th>
<th>Method, Course (if applicable) &amp; Timing</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Assessment Outcome 7</strong> UCF IE SLO Outcome 10</td>
<td><strong>UCF IE SLO Measure 10.1</strong> 90% of students will earn a grade of &quot;B-&quot; (80%) or better on the Case Studies in Sports Medicine (ATR 4103) case study. This case study project consists of two parts: a case study paper (written), and poster abstract (oral and visual) that is presented in front of peers and health care professionals as a capstone experience.  <strong>(Direct)</strong></td>
<td>1. ATR 4103 case study April/May Schellhase  2. AT Program Exit Survey April/May Schellhase/Gual</td>
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<tr>
<td><strong>Program Assessment Outcome 8</strong> UCF IE SLO Outcome 11</td>
<td><strong>UCF IE SLO Measure 10.2</strong> 90% of all students in the AT Program will earn a &quot;B-&quot; (80%) or better on the Clinical Skills for Athletic Training II (ATR 3013C) course presentation. This assignment includes: comprehension of the material; communication of the information to the class; the use of good oral communication skills; and the use of at least one written/visual communication (ex. PowerPoint or handout).  <strong>(Direct)</strong></td>
<td>1. ATR 3013C course presentation April/May Gual  3. AT Program Exit Survey April/May Schellhase/Gual</td>
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<tr>
<td><strong>Program Assessment Outcome 8</strong> UCF IE SLO Outcome 11</td>
<td><strong>UCF IE SLO Measure 10.3</strong> 90% of graduating students will &quot;strongly agree&quot; or &quot;agree&quot; that the AT Program fostered communication skills. The mean score will meet (within 1 standard deviation) or exceed the score from prior years.  <strong>(Indirect)</strong></td>
<td>1. ATR 4302C EBM project April/May Schellhase  2. ATR 4315C EBP exam April/May Gual  3. AT Program Exit Survey April/May Schellhase/Gual  4. AT Program Exit Survey April/May Schellhase/Gual</td>
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<tr>
<td><strong>Program Assessment Outcome 8</strong> UCF IE SLO Outcome 11</td>
<td><strong>UCF IE SLO Measure 11.1</strong> 90% of students will earn a grade of &quot;C&quot; (73%) or better on the Therapeutic Modalities in Athletic Training (ATR 4302C) EBM Project.  <strong>(Direct)</strong></td>
<td>1. ATR 4302C EBM project April/May Schellhase</td>
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<tr>
<td><strong>Program Assessment Outcome 8</strong> UCF IE SLO Outcome 11</td>
<td><strong>UCF IE SLO Measure 11.2</strong> 90% of students will earn a grade of “B-” (80%) or better on EBP examination questions given on the Advanced Rehabilitation in Athletic Training (ATR 4315C) final examination.  <strong>(Direct)</strong></td>
<td>1. ATR 4315C EBP exam April/May Gual</td>
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<tr>
<td><strong>Program Assessment Outcome 8</strong> UCF IE SLO Outcome 11</td>
<td><strong>UCF IE SLO Measure 11.3</strong> 90% of graduating students will &quot;strongly agree&quot; or &quot;agree&quot; that the AT Program fostered critical thinking skills and that they are able to provide care that is evidence-based. The mean scores will meet (within 1 standard deviation) or exceed the scores from the prior year.  <strong>(Indirect)</strong></td>
<td>1. ATR 4302C EBM project April/May Schellhase  2. ATR 4315C EBP exam April/May Gual  3. AT Program Exit Survey April/May Schellhase/Gual  4. AT Program Exit Survey April/May Schellhase/Gual</td>
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<tr>
<td><strong>Program Assessment Outcome 8</strong> UCF IE SLO Outcome 11</td>
<td><strong>UCF IE SLO Measure 11.4</strong> 90% of graduating seniors will report on the AT Program Exit Survey (prior to</td>
<td>1. ATR 4302C EBM project April/May Schellhase  2. ATR 4315C EBP exam April/May Gual  3. AT Program Exit Survey April/May Schellhase/Gual  4. AT Program Exit Survey April/May Schellhase/Gual</td>
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</table>
graduation), that they “agree” or “strongly agree” that they are confident regarding
their knowledge and ability to perform in the Professional Knowledge content area
of Evidence-Based Medicine (EBM). The mean score will meet (within 1 standard
deviation) or exceed the mean score from the prior year. *(Indirect)*