

TROY UNIVERSITY

ATHLETIC TRAINING STUDENT HANDBOOK



INTRODUCTION:

The ATEP Athletic Training Student Handbook reflects the Department of Athletic Training Education Policy as of the date of publication, and it supersedes all previous publications and revisions of the ATEP Athletic Training Student Handbook. This handbook includes information of the policies and procedures of the academic organization of the Athletic Training Education Program.

The Athletic Training Student Handbook is not meant to be inclusive of all Athletic Training Education policies and procedures. It should be used as a guide by both Athletic Training faculty and Athletic Training students in conjunction with other University publications as appropriate.

In an attempt to keep the ATEP Athletic Training Student Handbook current, the Athletic Training faculty will review it periodically and recommend additions, deletions or amendments to parts of this handbook. Any suggestions or recommendations for correcting dated information, improving clarity of language, or for otherwise improving the ATEP Athletic Training Student Handbook in its next revision, should be submitted to the Program Director of Athletic Training Education.

Adherence to the policies and procedures outlined in this document is incumbent upon both faculty, staff and athletic training students of the Athletic Training Education community.

College of Health and Human Services

The College of Health and Human Services was formed in 1994 in order to provide quality education for professional practice in a variety of areas associated with health and human services. The college aspires to the highest standards of educational excellence, blending a professional perspective with a liberal arts and science foundation. Within the College of Health and Human Services are the School of Nursing, The Department of Human Services, which includes rehabilitation and social work, and the Department of Athletic Training. The college is committed to meeting the challenges of the next decade; hence it emphasizes quality teaching and values scholarly activity. The college is committed to the development of its students into knowledgeable, caring, responsive and self-directed individuals able to meet the health and human caring needs of a diverse and complex society through change, advocacy and leadership within their communities.

Mission

The Mission of the Undergraduate Athletic Training Education Program (ATEP) at Troy University is to provide quality didactic and clinical experiences to entry-level athletic training students through the development and utilization of interactive instructional methods and exposure to a variety of clinical education experiences and allied health professionals.

History

In 1989, funding for the preliminary development of an ATEP at Troy University was obtained through Alabama Sports Medicine, HealthSouth Rehabilitation and in-kind gifts. Athletic Training is currently recognized as a major leading to the Bachelor of Science Degree within the College of Health and Human Services. The ATEP is accredited by Commission on Accreditation of Athletic Training Education (CAATE).



Preamble

The Code of Ethics of the National Athletic Trainers' Association has been written to make the membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code is the assurance of high quality health care. The Code presents aspirational standards of behavior that all members should strive to achieve. The principles cannot be expected to cover all specific situations that may be encountered by the practicing athletic trainer, but should be considered representative of the spirit with which athletic trainers should make decisions. The principles are written generally and the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. Whenever there is a conflict between the Code and legality, the laws prevail. The guidelines set forth in this Code are subject to continual review and revision as the athletic training profession develops and changes.

Principle 1:

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

- 1.1 Members shall not discriminate against any legally protected class.
- 1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release or release is permitted or required by law.

Principle 2:

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

- 2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.
- 2.2 Members shall be familiar with and adhere to all National Athletic Trainers' Association guidelines and ethical standards.
- 2.3 Members are encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.
- 2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

Principle 3:

Members shall accept responsibility for the exercise of sound judgment.

- 3.1 Members shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.
- 3.2 Members shall provide only those services for which they are qualified via education and/or experience and by pertinent legal regulatory process.
- 3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

Principle 4:

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

- 4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.
- 4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and

equitable manner, on the basis of clearly enunciated criteria.

- 4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students, are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.
- 4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.
- 4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.
- 4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

Principle 5:

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

- 5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.
- 5.2 Members of the National Athletic Trainers' Association and others serving on the association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association in the endorsement of products or services.
- 5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.
- 5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

Reporting of Ethics Violations

Anyone having information regarding allegations of ethical violations, and wishing to supply such information to NATA, shall supply this information, with as much specificity and documentation as possible, to NATA's Executive Director or Chair of the Ethics Committee. Information need not be supplied in writing, and the reporting individual need not identify him or herself. Information, however, that is too vague, cannot be substantiated without the assistance of the reporting person, or information where, in the opinion of the NATA Executive Director or Ethics Chair, there is no need for anonymity for the reporting individual will not be forwarded for action by the committee.

An individual may report information on the condition that the individual's name or certain other facts be kept confidential. NATA may proceed with an investigation subject to such a condition; however, NATA must inform the reporting individual that at some point in the investigation NATA may determine that it cannot proceed further without disclosing some of the confidential information, either to the applicant or member under investigation or to some other party. A reporting individual, upon receiving this information from NATA, may decide whether or not to allow the information to be revealed. If the reporting individual decides that the necessary information must remain confidential, NATA may be required to close the unfinished investigation for lack of necessary information. Individuals are strongly encouraged to provide relevant information, with as much detail as possible, in writing to:

NATA <http://nata.org/publications/brochures/ethics.htm>

Ethics Investigations

2952 Stemmons Frwy Dallas, TX 75247-6196

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What is Athletic Training?

Athletic Training is an allied healthcare profession specializing in meeting the healthcare needs of those involved with physical activity.

What is the National Athletic Trainers Association (NATA)?

The NATA is the governing body for more than 34,000 Certified Athletic Trainers. Its mission is to enhance the quality of healthcare for those engaged in physical activity and to advance the profession of Athletic Training through Education and Research in the Prevention, Clinical Evaluation and Diagnosis, Immediate Care, Treatment, Rehabilitation and Reconditioning, Organization and Administration, and Professional Responsibility.

What is the Board of Certification (BOC)?

The Board of Certification (BOC) works to protect the public by identifying individuals who are competent to practice the profession of Athletic Training. Consistent with the mission, the primary function of the Athletic Training Examination is to assess competence in the discipline of Athletic Training and the role of the Athletic Trainer. A passing score on examination indicates that the entry-level Certified Athletic Trainer (ATC) has satisfied eligibility criteria established by the BOC and achieved a level of ability consistent with requirements for competence in Athletic Training.

What is Commission on Accreditation of Athletic Training Education (CAATE)?

The purpose of the CAATE is to develop, maintain, and promote appropriate minimum standards of quality for education programs in Athletic Training.

What is a Certified Athletic Trainer (ATC)?

The board certified Athletic Trainer is an allied healthcare professional educated and skilled in meeting the healthcare need of individuals involved in physical activity. As part of a complete healthcare team, the certified Athletic Trainer works under the direction of a licensed physician and in cooperation with other healthcare professionals.

What are the ATC's of expertise?

- ✓ Prevention
- ✓ Clinical Evaluation
- ✓ Immediate Care
- ✓ Treatment, Rehabilitation and Reconditioning
- ✓ Organization and Administration
- ✓ Professional Responsibility

How do I become an Athletic Trainer (ATC)?

Graduate from an accredited (CAATE) Athletic Training Education Program and pass the BOC Certification Examination.

What are the career opportunities? Not limited to:

Secondary schools	Military (all services)	Extreme sports
Colleges and Universities	Hospitals	Rodeo
Professional sports	Clinical Sports Medicine	Performing Arts
Industry	NASCAR	NASA

Athletic Training Education Administration

- Benson, Amanda, PhD, ATC/L, Associate Professor, Program Director & Department Chair 670-5818
- Anderson, John H., MS, ATC/L, Associate Professor, Clinical Coordinator, 670-3722
- Richards, Bettye C., Secretary for the Department of Athletic Training, 670-3746

Program Director

- Supervision of the Athletic Training curriculum
- Supervision of Athletic Training faculty
- Instructor of Athletic Training Education classes
- Maintains Athletic Training student files
- Advises athletic training students

Clinical Coordinator

- Assists Program Director in the supervision of the Athletic Training curriculum
- Assist Program Director in the supervision of the Athletic Training faculty
- Instructor of Athletic Training Education classes
- Assists in maintaining Athletic Training files
- Advises Athletic Training students

Head Athletic Trainer

- Care and prevention of athletic injuries for Men's and Women's varsity sport programs
- Physical exams and administration of record keeping for participation on sports
- Supervise Graduate Assistants and athletic training students
- Direct supervision of Athletic Training students and teaching of curriculum classes
- Maintain and supervise Athletic Training facility, satellite athletic training rooms and student workers

Assistant Athletic Trainers

- Assist with the care and prevention of athletic injuries for varsity sports program
- Maintain and supervise Athletic Training facilities
- Direct supervision of athletic training education program majors and teach athletic training courses

Clinical Director

- Arrange all appointments and times for athletes to be treated and seen by team physician
- Supervise athletic training education program majors

Physical Therapist

- In charge of the supervision of Rehabilitation

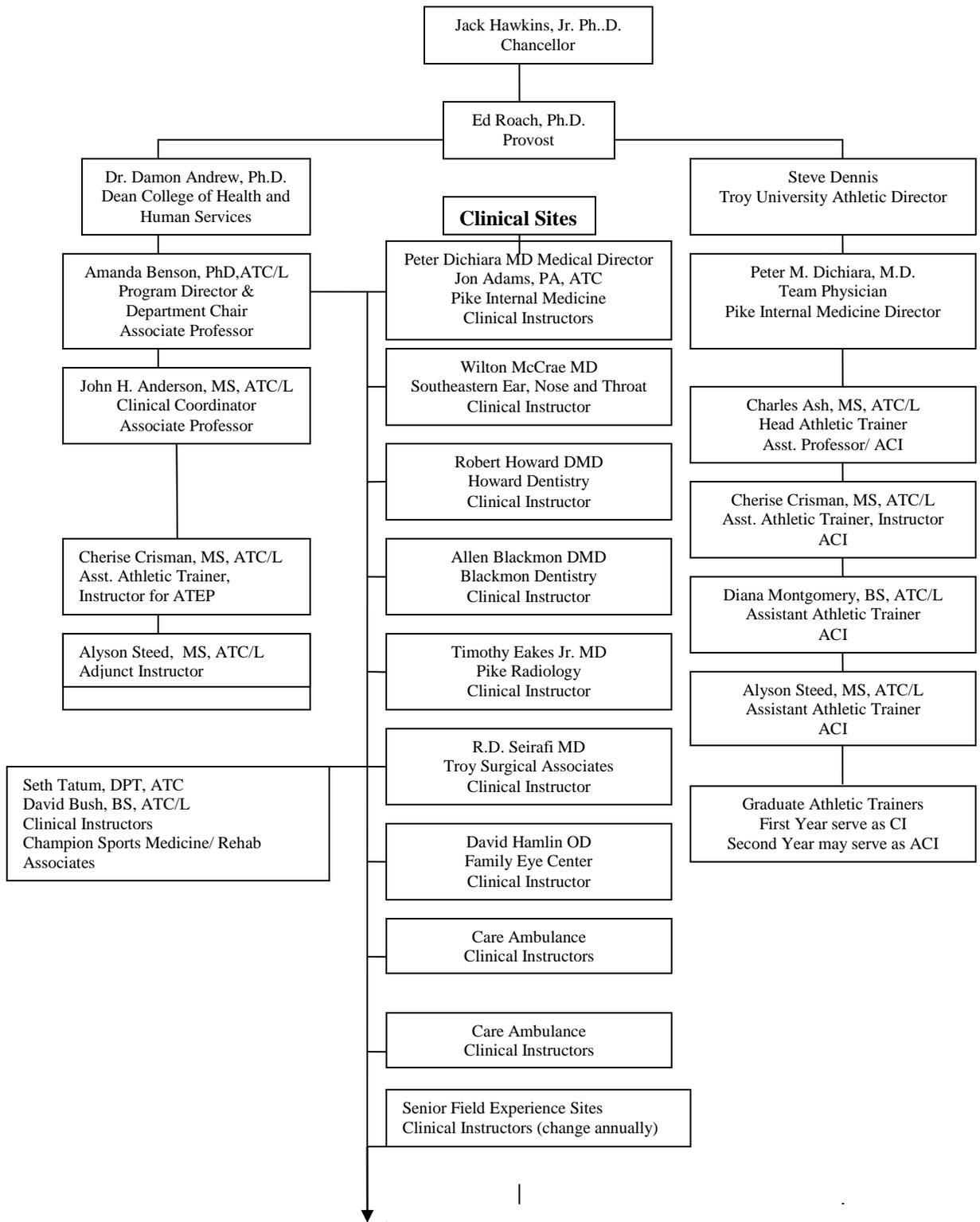
Graduate Assistants

- Care and prevention of athletic injuries for Men's and Women's varsity sports programs
- Assist in supervising athletic training students in the clinic and various varsity sports programs
- Transportation of student athletes to doctors appointments
- Assist in continuing of education of students and staff

Certified Athletic Trainers

Each sport has specific duties and responsibilities. The following intercollegiate sports are offered at Troy University

- Football
- Men's Basketball
- Softball
- Women's Basketball
- Volleyball
- Track and Cross Country M/W
- Golf –M/W
- Tennis M/W
- Rodeo
- Soccer
- Baseball
- Cheerleading



Part I

Mission, History and Purpose

- College of Health and Human Services
- Mission
- History
- Purpose
- Education Research
- ATEP Goals and Objectives
- ATEP Philosophy
- Personnel Chart

Part I Mission, History and Purpose

College of Health and Human Services

A. Mission

The TROY College of Health and Human Services is comprised of the School of Nursing, the Department of Athletic Training, the Department of Human Services, Rehabilitation, and Social Work, and the Department of Kinesiology and Health Promotion. These educational units provide a variety of undergraduate and graduate programs in traditional, nontraditional, and emerging electronic formats dedicated to the development of a diverse student body that are able to lead and practice competently and ethically in a dynamic, global health and social service delivery system. Highly qualified faculty and staff model and encourage commitment to life-long learning, service, and scholarship within a caring academic environment.

B. Goals

1. Prepare students to practice competently within a global and culturally diverse environment for the promotion of wellness of individuals, groups, and society.
2. Provide a variety of undergraduate and graduate academic programs in traditional, nontraditional, and emerging electronic formats in the area of health and human services.
3. Recruit quality students from a diverse background.
4. Provide a learning environment that fosters academic success and development of professional roles and values.
5. Maintain a cadre of faculty and staff with appropriate academic and experiential preparation for assigned roles and responsibilities.
6. Create, promote, and maintain standards for academic and professional excellence through life-long learning success.
7. Provide resources that support effective teaching, professional competence, and leadership among faculty and students.
8. Advance the development of knowledge within the respective health and human service disciplines through research and scholarly activities.
9. Assure the ongoing implementation of quality academic programs.

Mission of the Athletic Training Program

The Mission of the undergraduate Athletic Training Education Program (ATEP) at Troy University is to provide quality didactic and clinical experiences to entry-level athletic training students through the development of utilization of interactive instructional methods and exposure to a variety of clinical education experiences and allied health professionals.

1.4 Purpose

The two primary purposes of the ATEP are education/research and service. Listed below is a brief description of each.

1.5 Education/Research

Quality care is the best provided by athletic trainers who upgrade their skills and knowledge through on-going educational opportunities. Activities in this area will include academic courses, medical services, service activities and research projects.

1.6 Service

Students enrolled in the ATEP gain their clinical experiences through assisting their clinical instructors (CIs) in the preventing of athletic injuries, recognition and care for those that occur, referral to appropriate medical specialists as needed and rehabilitation of injuries so that the athlete may return to full participation as safely and quickly as possible.

1.7 Education Goals and Objectives

1. Demonstrate a sound knowledge of risk factors that may be encountered by the physically active population and be able to implement a risk management program, a prevention program, and manage a health care facility.
2. Demonstrate the knowledge to recognize, assess and treat the acute injuries and illnesses of athletic and physically active individuals and to provide appropriate medical referral.
3. Demonstrate the knowledge to plan, implement, document and evaluate the use of therapeutic modalities and therapeutic exercise in the treatment of injuries and illnesses in the athletic and physically active population.
4. Demonstrate the knowledge to recognize, treat, and refer when appropriate the general medical conditions and disabilities of athletes and others involved in physical activity.
5. Demonstrate the knowledge to understand professional responsibilities, avenues of professional development and to promote athletic training as a profession.
6. Demonstrate the ability to gather and present research as it relates to the profession of athletic training.
7. Demonstrate professional responsibilities and comprehension of effective supervision through a progression of clinical rotations.
8. Student must complete requirements for eligibility for the National Athletic Trainers Board of Certification Examination as set forth and endorsed by the NATA-EC, BOC and the CAATE

1.8 Philosophy

The overall philosophy of the Troy University Athletic Training Education Program is the belief that a balance developmental learning approach is optimal for student learning. This involves a healthy combination of didactic and laboratory classroom experiences, a wide range of Athletic Training skills, progressive delivery information, challenging and stimulating clinical rotations, and mentoring from ATC's in the classroom and at clinical experiences.

Part II
The Athletic Training Education Program Academic Experiences

- Course Sequencing
- Freshmen Flow Chart
- First-Year Flow Chart
- Second-year Flow Chart
- Third-year Flow Chart
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- Department of Athletic Training Education
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- Academic Probation Policy
- Probation
- Athletic Training Education Retention Policy
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- Athletic Training Education Program Major
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- Athletics

Course Scheduling for the Athletic Training Education Program

Fall Freshman Year

AT	1101	Orientation to Athletic Training Education	1 credit hour
ENG	1101	Composition and Modern English I	3 credit hours
TSU	1101	University Orientation	1 credit hour
PSY	2200	General Psychology	3 credit hours
MTH	1112	Pre-Calculus Algebra	3 credit hours
BIO	1100	Principles of Biology	3 credit hours
BIO	L100	Principles of Biology Lab	1 credit hour

15 credit hours

Spring Freshman Year

CHM	1142	General Chemistry I	3 credit hours
CHM	L142	General Chemistry Laboratory	1 credit hour
ENG	1102	Composition and Modern English II	3 credit hours
PHI	2204	Ethics and Modern World	3 credit hours
SPH	2241	Fundamentals of Speech	3 credit hours
KHP	2202	First Aid and Safety and CPRO	2 credit hours
NSG	1105	Medical Terminology	1 credit hours

16 credit hours

Summer Freshman Year

BIO	3347	Human Anatomy & Physiology I	3 credit hours
BIO	L347	Human Anatomy & Physiology Lab	1 credit hour
BIO	3348	Human Anatomy & Physiology II	3 credit hours
BIO	L348	Human Anatomy & Physiology II Lab	1 credit hour
OR			
ENG	2205	World Literature before 1660	3 credit hours

7 or 8 credit hours

Fall Sophomore Year

AT	2201	Clinical Experiences in Athletic Training I	1 credit hour
AT	3395	Care and Prevention of Athletic Injuries and Illnesses I	3 credit hours
AT	L395	Care and Prevention of Athletic Injuries and Illnesses Lab	1 credit hour
AT	3396	Evaluation of Athletic Injuries and Illnesses I	3 credit hours
AT	L396	Evaluation of Athletic Injuries and Illnesses I Lab	1 credit hour
ENG	2205	World Literature before 1660	3 credit hours
OR			
BIO	3348	Human Anatomy & Physiology II	3 credit hours
BIO	L348	Human Anatomy & Physiology II Lab	1 credit hour
HIS	1101	Western Civilization I	3 credit hours
	Or		
	1111	US to 1877	

15 or 16 credit hour

Spring Sophomore Year

AT	2202	Clinical Experiences in Athletic Training II	1 credit hour
AT	3397	Evaluation of Athletic Injuries and Illnesses II	3 credit hours
AT	L397	Evaluation of Athletic Injuries and Illnesses II Lab	1 credit hour
AT	3398	Organization and Administration for Athletic Trainers	2 credit hours
ISO	2241	Computer Concepts and Applications	2 credit hours
KHP	2240	Personal and Community Health	3 credit hours
KHP	3352	Kinesiology and Efficiency of Human Movement	3 credit hours
AT	3399	General Medical Conditions Seminar	1 credit hour

16 credit hours

Summer Sophomore Year

NSG	3315	Pathophysiology	3 credit hours
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3 credit hours

Fall Junior Year

AT	3301	Clinical Experiences in Athletic Training III	2 credit hours
AT	4447	Therapeutic Modalities	3 credit hours
AT	L447	Therapeutic Modalities Lab	1 credit hour
NSG	2211	Human Nutrition	3 credit hours
KHP	4474	Exercise Physiology	3 credit hours
KHP	L474	Exercise Physiology Lab	1 credit hour
HIS	1101	Western Civilization I	3 credit hours
	Or		
	1111	US to 1877	

16 credit hours

Spring Junior Year

AT	3302	Clinical Experiences in Athletic Training IV	2 credit hours
AT	4448	Therapeutic Exercise	3 credit hours
AT	L448	Therapeutic Exercise Lab	1 credit hour
HIS	1102	Western Civ II	
	Or		
	1112	US Since 1877	3 credit hours
KHP	4476	Laboratory Practicum in Exercise Performance	2 credit hours
MUS	1131	Music Appreciation	2 credit hours
PSY	2205	Psychology of Adjustment	3 credit hours
AT	3394	Lifting Techniques for Conditioning and Rehabilitative Exercise	1 credit hour

17 credit hours

Fall Senior Year

AT	4401	Clinical Experiences in Athletic Training V	3 credit hours
AT	3360	Principles of Drug Therapy for Athletic Trainers	2 credit hours
NSG	3309	Health Assessment	2 credit hours
NSG	3310	Health Assessment Practicum	1 credit hour
ART	1133	Visual Arts	2 credit hours
		1 Area IV electives	3 credit hours
			13 credit hours

Spring Senior Year

AT 4402 Athletic Training Field Experience **12 credit hours**

*****NOTE: All bolded courses need to be taken in sequence, therefore they must be taken in the suggested semester*****

Clinical Rotations by Clinical Course

AT 2201 Clinical Experiences in Athletic Training I (Fall only)

- Equipment intensive

AT 2202 Clinical Experiences in Athletic Training II (Spring only)

- General Medical- observation only
- Variety of Risk- lower, upper, contact, non-contact
- Different Gender (opposite of student)
- Equipment Intensive

AT 3301 Clinical Experiences in Athletic Training III (Fall only)

- ATH-contact
- General Medical-practical

AT 3302 Clinical Experiences in Athletic Training IV (Spring only)

- ATH-contact
- Rehabilitation

AT 4401 Clinical Experiences in Athletic Training V (Fall only)

- Variety of Risk
- Rehabilitation-sport specific

AT 4402 Athletic Training Field Experience (Fall or Spring)

- Choice of student**
- Students have an opportunity to choose the type of clinical experience in which they would like to experience as a full semester intern. NO competencies or Proficiencies are completed in this course and all other clinical rotation requirements are fulfilled prior to this experience .

*****Note. Some rotations may fulfill two requirements for the course (EX A clinical rotation with Football for a female athletic training student would fulfill opposite gender, lower extremity and equipment intensive)

Equipment intensive

Football

Variety of Risk Contact-

Volleyball
Soccer
Baseball
Softball
Football
Women's Basketball
Men's Basketball
Rodeo

Variety of Risk Non-Contact

Tennis
Track and Field

Gender Male

Tennis
Baseball
Football
Track and Field
Men's Basketball
Rodeo

Gender Female

Volleyball
Tennis
Soccer
Softball
Track and Field
Women's Basketball
Rodeo

Upper Extremity

Volleyball
Tennis
Baseball
Softball
Track and Field (shotput, discus, pole vault)

Lower extremity

Football
Track and Field
Women's Basketball
Men's Basketball
Rodeo
Soccer

Populations

Athletic population:

Volleyball
Tennis
Soccer
Baseball
Softball
Football
Track and Field
Women's Basketball
Men's Basketball
Rodeo

Rehabilitation

Champions Sports Medicine

General Medical- Observational rotation

Family Practice
Optometry
Dentist
Emergency care-ambulance
General surgery
Ear Nose and Throat
Radiology
Orthopaedic surgery

General Medical-Practical rotation

Family Practice Physician

2.5 The Athletic Training Education Program Troy University

ATHLETIC TRAINING EDUCATION PROGRAM

Specialized General Studies Requirements

This degree has special general studies requirements. Students should see the ATEP program adviser along with this catalog.

Requirements for admission to the Athletic Training Education Program:

- Students must possess an overall 3.0 GPA as well as a 3.0 GPA in all athletic training core courses to be considered for admission.
- All student applicants applying for the Athletic Training Education Program must have completed AT 1101, BIO 1100 and L100, MTH 1112, CHM 1142 and L142, and ENG 1101 and 1102 with a GPA of 3.0 or better.
- The Athletic Training Education Program (ATEP) accepts completed applications for program admission twice a year. The due dates are April 1 and July 1 of each academic year. Applicants applying by the April 1 deadline will receive priority and the July 1 applicants will receive consideration only if there are slots available after the April 1 program admission process is complete. Admission to the ATEP is selective and completed applications do not guarantee admission into the ATEP. Enrollment is limited due to the availability of resources.
- All students must be interviewed by the Athletic Training Education Board of Admissions as a component of the application process. Student applicants must also submit three letters of recommendation and have documented a minimum of 40 observation hours under a certified athletic trainer prior to being considered for admission into the ATEP.
- All transfer student applicants must complete the equivalent of BIO 1100 and L100, MTH 1112, CHM 1142 and L142, ENG 1101 and ENG 1102 with a minimum GPA of 3.0 prior to admission into the ATEP. AT 1101 must also be completed under the same criteria; however, it must be taken at Troy University. Transfer students must go through the same application process as Troy University students.
- Each student accepted into the ATEP must submit a signed agreement stating that he/she accepts the invitation and responsibility connected with the ATEP.

Progression in the Athletic Training Education Program:

- Students who are accepted into the ATEP begin course progression in the fall semester of the acceptance year.
- All students must maintain current CPR for the Professional Rescuer, First Aid, and AED certifications. Professional liability insurance must be purchased annually through the Department of Athletic Training. Proof of physical examination Hepatitis B vaccine, TB skin test, and current tetanus immunization must be on file when enrolled in the ATEP. Students are responsible for their own medical care if needed in the clinical education setting.
- Achievement tests are required at various points in the student's educational experience.
- Because of the costs of the Athletic Training Education Program, students are responsible for essential items of personal equipment, uniforms, Hepatitis B Vaccine Series, liability insurance cost, and travel.
- Students must maintain an overall 3.0 GPA as well as a 3.0 GPA in all athletic training core courses.
- Students must earn a C or better in all athletic training core courses. If a student earns a D or F in any ATEP courses, he/she must repeat that course.

Academic Probation Policy

Once a student's GPA has fallen below a 3.0, in either the ATEP core courses or overall, the ATEP director will place the student on academic probation. The student will have one academic semester to raise the GPA to the program criteria. If the student does not meet this standard, he/she will no longer be able to progress in the ATEP and will be released from the program.

2.11 Course Requirements

The ATEP requires the completion of a minimum of the following courses in the Athletic Training Education major. The course work involves a six-semester sequence beginning with the fall semester of admission into the program. This sequence is developed as a progression designed to incorporate all domains and objectives outlined in the competencies in Athletic Training Education, culminating in AT 4402, which is taken the sixth semester of program enrollment.

AT	1101	(1)	Orientation to Athletic Training Education
AT	2201	(1)	Clinical Experiences in Athletic Training
AT	2202	(1)	Clinical Experiences in Athletic Training
AT	3301	(2)	Clinical Experiences in Athletic Training
AT	3302	(2)	Clinical Experiences in Athletic Training
AT	3360	(2)	Principles of Drug Therapy for Athletic Trainers
AT	3394	(1)	Weight Lifting Techniques
AT	3395	(3)	Care and Prevention of Athletic Injuries and Illnesses
AT	L395	(1)	Care and Prevention of Athletic Injuries and Illnesses Clinical Experiences
AT	3396	(3)	Evaluation of Athletic Injuries and Illnesses I
AT	L396	(1)	Evaluation of Athletic Injuries and Illnesses I Clinical Experiences
AT	3397	(3)	Evaluation of Athletic Injuries and Illnesses II
AT	L397	(1)	Evaluation of Athletic Injuries and Illnesses II Clinical Experiences
AT	3398	(2)	Organization and Administration of AT
AT	3399	(1)	General Medical Conditions
AT	4401	(3)	Clinical Experiences in Athletic Training
AT	4402	(12)	Athletic Training Field Experience
AT	4447	(3)	Therapeutic Modalities
AT	L447	(1)	Therapeutic Modalities Lab
AT	4448	(3)	Therapeutic Exercises
AT	L448	(1)	Therapeutic Exercises Lab
BIO	3347	(3)	Anatomy and Physiology I
BIO	L347	(1)	Anatomy and Physiology I Lab
BIO	3348	(3)	Anatomy and Physiology II
BIO	L348	(1)	Anatomy and Physiology II Lab
CHM	1142	(3)	General Chemistry I
CHM	L142	(1)	General Chemistry I Lab
KHP	2202	(2)	First Aid and Safety and CPR
KHP	2240	(3)	Personal Health
KHP	3352	(3)	Kinesiology
KHP	4474	(4)	Exercise Physiology with lab L474
KHP	4476	(2)	Lab Practicum
NSG	1105	(1)	Medical Terminology
NSG	2211	(3)	Human Nutrition
NSG	3309	(2)	Health Assessment
NSG	3310	(1)	Health Assessment Practicum
NSG	3315	(3)	Pathophysiology

PHI 2204 (3) Ethics
PSY 2205 (3) Psychology of Adjustment

2.12 Athletic Training Education Course Descriptions (AT)

ATHLETIC TRAINING COURSES (AT)

AT 1101 Orientation to Athletic Training Education (1)

Acquaints the Pre-Athletic Training Education student with the six cognitive domains of athletic training education and the athletic training education competencies.

AT 2201 Clinical Experiences in Athletic Training I (1)

Places the entry-level athletic training student in a variety of clinical settings. Laboratory and clinical experiences of AT 2201 will consist of basic clinical skills using a hands-on-approach application of competencies and proficiencies that are introduced in the didactic setting. Prerequisite: Acceptance into ATEP (first year status) and must be concurrently taking AT 3395

AT 2202 Clinical Experiences in Athletic Training II (1)

Places the entry-level athletic training student in a variety of clinical settings including but not limited to college/university, general medical, and clinic/outreach. Laboratory and clinical experiences in AT 2202 will consist of basic clinical skills using a hands-on-approach application of competencies and proficiencies that were learned in AT 2201 and skills introduced in AT 2202. Prerequisite: Acceptance into ATEP (first year status) and successful completion of AT 2201

AT 3301 Clinical Experiences in Athletic Training III (2)

Places the entry-level athletic training student in a variety of clinical settings including but not limited to college/university, general medical, and clinic/outreach. Laboratory and clinical experiences in AT 3301 will consist of basic clinical skills using a hands-on-approach application of competencies and proficiencies that were learned in previous clinical experience courses and skills introduced in AT 3301. Prerequisite: Acceptance into ATEP & successful completion of AT 2202

AT 3302 Clinical Experiences in Athletic Training IV (2)

Places the entry-level athletic training student in a variety of clinical settings including but not limited to college/university, general medical, and clinic/outreach. Laboratory and clinical experiences in AT 3301 will consist of basic clinical skills using a hands-on-approach application of competencies and proficiencies that were learned in previous clinical experiences and skills introduced in AT 3302. Prerequisite: Acceptance into ATEP & successful completion of AT 3301

AT 3360 Principles of Drug Therapy for Athletic Trainers (2)

Acquaints the entry-level athletic training student with the therapeutic medications and the governing regulations most often used in the treatment of

injuries and illnesses of athletes and the physically active population. *Prerequisites: CHM 1142, L142, BIO 3347, L347, BIO 3348, L348; senior status.*

AT 3394 Lifting Techniques for Conditioning and Rehabilitative Exercise (1)

Students will gain knowledge of spotting techniques, safety techniques, exercises, periodization and development of strength and conditioning programs on the physically active.

Prerequisite: AT 4447.

AT 3395 Care and Prevention of Athletic Injuries and Illnesses I (3)

Acquaints the entry-level athletic training student with athletic training educational competencies related to risk management, injury prevention, assessment and evaluation, psycho-social intervention and referral and health care administration. *Prerequisite: acceptance into ATEP.*

AT L395 Care and Prevention of Athletic Injuries and Illnesses Lab (1)

Acquaints the entry-level athletic training student with athletic training educational competencies in the clinical proficiencies, risk management, injury prevention, assessment and evaluation, psychosocial intervention and referral, and health care administration.

Prerequisite: Acceptance into ATEP.

AT 3396 Evaluation of Athletic Injuries and Illnesses I (3)

Acquaints the entry-level athletic training student with athletic training educational competencies as they relate to acute care of injuries and illnesses to the lower extremity of the human body. *Prerequisite: Acceptance into ATEP.*

AT L396 Evaluation of Athletic Injuries and Illnesses I Lab (1)

Acquaints the entry-level athletic training student with athletic training educational competencies in the clinical proficiencies of injury prevention, assessment and evaluation, and acute care of injuries and illnesses as they relate to the lower extremity.

Co-requisite: AT 3396.

AT 3397 Evaluation of Athletic Injuries and Illnesses II (3-3)

Acquaints the entry-level athletic training student with athletic training educational competencies as they relate to injury prevention, assessment and evaluation, and acute care of injuries and illnesses to the upper extremity. *Prerequisites: AT 3396, L396.*

AT L397 Evaluation of Athletic Injuries and Illnesses II Lab (1)

Acquaints the entry-level athletic training student with the knowledge of athletic training and educational competencies in the clinical proficiencies of injury prevention, assessment and evaluation, acute care of injuries and illnesses to the upper extremity. *Prerequisites: AT 3396, L396. Co-requisite: AT 3397.*

AT 3398 Organization and Administration for Athletic Trainers (2)

Students are introduced to management techniques, professional practice, insurance and health care administration that are encountered in athletic training. *Prerequisite: AT 3397/L397.*

AT 3399 General Medical Conditions Seminar (1)

A specialized course of general medical conditions designed for entry-level athletic training students with lectures made by various health professionals focusing on pathology and pharmacology.

AT 4401 Clinical Experience in Athletic Training V (3)

Places the entry level athletic training student in a variety of clinical settings. Clinical Experience will apply clinical skills learned in all previous clinical courses in addition to the advancement and progression of competencies and proficiencies learned in AT 4401. *Prerequisite: Acceptance into ATEP & successful completion of AT 3302*

AT 4402 Athletic Training Field Experience (12)

Acquaints the entry-level athletic training student with the opportunity to gain practical experience within a clinical and or traditional setting. The student will apply didactic academic preparation at their chosen professional setting. *Prerequisite: AT 4401.*

AT 4447 Therapeutic Modalities (3)

Acquaints the entry-level athletic training student with athletic training educational competencies as they relate to the use of therapeutic modalities.

Prerequisites: AT 3397, L397.

AT L447 Therapeutic Modalities Lab (1)

Lab accompanying AT 4447. Students will learn psychomotor skills through the clinical application of therapeutic modalities on the physically active.

Corequisite: AT 4447.

AT 4448 Therapeutic Exercises (3)

Acquaints the entry-level athletic training student with the knowledge of the athletic training educational competencies as they relate to the use of therapeutic exercises. *Prerequisites: AT 3301, 4447.*

AT L448 Therapeutic Exercises Lab (1)

Lab accompanying AT 4448. Students will learn psychomotor skills through the clinical application of therapeutic exercise on the physically active.

2.13 Faculty and Staff:

Amanda Benson PhD, ATC, ACI, Associate Professor and Program Director.
John H. Anderson, MS, Associate Professor and Clinical Coordinator. Other ATEP staff includes: Charles Ash, MS, ATC, ACI-Assistant Professor, Head Athletic Trainer; Cherise Crisman, M.Ed, ATC, ACI-Instructor, Assistant Trainer; and Alyson Steed, MS, ATC/L, ATC-Adjunct Instructor.

2.14 Clinical Instructors, Approved Clinical Instructors and Affiliated Clinical Sites:

Troy University has affiliated site agreements with the following. All sites have individuals who serve as ACI's or CI's.

- Pike Internal Medicine (Troy, Ala)
- Southeast Alabama Rural Health Associates (Troy, Al)
- Troy University Athletic Department (Troy, Al)
- Rehab Associates of Montgomery
- Southern Bone and Joint
- Champion Rehabilitation of Troy – (Pike County Area)

2.16 Program Graduates:

Graduates of the ATEP have been successful in obtaining positions with high schools, colleges and universities, clinics and professional teams. A large number of graduates have received a Master Degree or furthered their education in another allied health profession. Additional information on ATEP alumni is available on the Troy University web site:

[://troy.troy.edu/healthandhumanservices/athletictraining/index.](http://troy.troy.edu/healthandhumanservices/athletictraining/index)

Part III
Student Education Outcomes

- **Athletic Training Students Time Table, Musts, Requirements and Progression for The Athletic Training Education Student**

3.0 Athletic Training Students

3.1 The Time Table, Musts, Requirements and Progression For The Athletic Training Education Students

ATS: Athletic Training Student
ATC: Athletic Trainer Certified
ACI: Approved Clinical Instructor
CI: Clinical Instructor
PD: Program Director
ATEP: Athletic Training Education Program

II. (Sophomore) First year enrolled in ATEP

- a. Required physical examination prior to your clinical rotations.
- b. Knowledge of the ATEP Technical Skills prior to your clinical rotations-
- c. Instruction and passed test, BloodBorne Pathogens: prior to your clinical rotations
- d. Proof of CPR for the Professional Rescuer and AED instruction: prior to your clinical rotations Fall and Spring semesters.
- e. Required to purchase of liability insurance. See Mrs. Bettye Richards, ATEP Secretary prior to your clinical rotations.
- f. Review and practice, with your assigned ACI/CI the (EAP) Emergency Action Plan of your clinical site: prior to your clinical rotations.
- g. Your "ATS" folder must be properly organized with the correct paperwork every semester
- h. You will be evaluated by your CI or ACI each month throughout your clinical rotation.
- i. You will evaluate your ACI, CI and clinical site at the end of each semester.
- j. You must maintain accurate monthly log sheets during your clinical rotations and the signed log sheets must be properly signed by your assigned CI and placed in your folder along with your clinical evaluations.
- k. Your Clinical Proficiencies Evaluation Handbooks must be placed in your "Box" available for inspection at all times.
- l. You must review the ATEP Policy and Procedure Manual
- m. You will have completed the required course work for a first year student enrolled in the ATEP as described in the Academic Plan.
- n. You will have to have maintained the academic requirements for progression and retention in the ATEP
- o. You will have an exit interview with ATEP staff the last week in Spring semester.
- p. You will be notified the last week in May if you are on probation.

III. (Junior) Second year enrolled in the ATEP.

- a. Required physical examination prior to your clinical rotations:
- b. Review knowledge of the ATEP Technical Skills prior to your clinical rotations
- c. Instruction and passed test, BloodBorne Pathogens prior to your clinical
- d. Proof of CPR for the Professional Rescuer and AED instruction prior to your clinical rotations Fall and Spring semesters.
- e. Required purchase of liability insurance. See Mrs. Bettye Richards, ATEP secretary prior to your clinical rotations
- f. Review and practice with your assigned CI the (EAP) Emergency Action Plan of your clinical site prior to your clinical rotations.
- g. Your "ATS" folder must be properly organized with the correct paperwork every semester
- h. You are required to meet with your faculty advisor twice a semester Fall, Spring and Summer.
- i. You will be evaluated by your CI or ACI once a month
- j. You will evaluate your ACI, CI and clinical site at the end of each semester
- k. You must maintain accurate monthly log sheets during clinical rotations and the signed log sheets must be properly signed by your assigned CI and placed in your folder along with your clinical evaluations
- l. Your Clinical Proficiencies Evaluation Handbooks, must be placed in your "Box" available for inspection at all times.
- m. You must review the ATEP Policy and Procedures Manual
- n. You will have completed the required course work for a second year student enrolled in the ATEP as described in the Academic Plan
- o. You will have an exit interview with the ATEP Spring semester.
- p. You will be notified the last week in May if you are on probation and can continue progression in the ATEP.
- q. You will have begun work to secure your internship for Spring semester.
- r. You are highly advised to take your GRE during Summer semester (see PD about the details.)

IV. (Senior) Third year enrolled in the ATEP.

- a. Required physical examination prior to your clinical rotations
- b. Review knowledge of the ATEP Technical Skills prior to your clinical rotations
- c. Instruction and passed test, BloodBorne Pathogens prior to your clinical rotations
- d. Proof of CPR for Professional Rescuer and AED instruction prior to your clinical rotations
- e. Required purchase of liability insurance (See Mrs. Bettye Richards, ATEP Secretary) prior to your clinical rotations Fall semester.
- f. Review and practice with your assigned CI the (EAP) Emergency Action Plan of your clinical site prior to your clinical rotations

- g. Your ATS folder must be properly organized with the correct paperwork every semester
- h. You are required to meet with your faculty advisor twice a year Fall, Spring
- i. You will be evaluated by your CI or ACI every month (unless on internship which evaluations are once every other month)
- j. You will evaluate your ACI, CI and clinical site at the end of each semester.
- k. You must maintain accurate monthly log sheets during your clinical rotations and the signed log sheets must be properly signed by your assigned CI and place in your folder along with your clinical evaluations
- l. Your Clinical Proficiencies Evaluation Handbooks must be placed in your "Box" available for inspection at all times
- m. You must review the ATEP Policy and Procedures Manual and Internship Manual
- n. You will have completed the required course work for a third year student enrolled in the ATEP as described in the Academic Plan
- o. You will complete 100% Final Mastery of Clinical Proficiencies Handbook prior to Spring semester internship.
- p. You will start your internship Spring semester.
- q. You must see the Registrar mid semester (Fall-your third year) to file Intent to Graduate. See PD for more information. This is very important.

Part IV

Athletic Training Student Clinical Rotation Plan

- * Student Clinical Rotation Plan
- * Notes Regarding Clinical Rotations

4.0 Student Clinical Plan

4.1 Your Clinical Rotation Plan

The clinical rotations for Athletic Training Education students at Troy University are designed to give the student the best and most complete experience possible. During their time at Troy University the students will be exposed to a variety of clinical rotations that include general medical rotations, equipment intensive, upper extremity, lower extremity and a clinic rotation. These rotations have the following requirements:

1. Must perform an equipment intensive clinical rotation with Friday night high school football fall your sophomore year.
2. Must spend one rotation with football as an equipment intensive (Troy University or local high school)
3. Must spend one rotation with another in-season sport (besides football)
4. Must spend one month rotation working in the clinic.
5. Spend rotation with an upper extremity sport and a rotation with a lower extremity sport.
6. Each student to perform a clinical rotation with an out of season sport.
7. Each student will spend part of one semester observing in several health care professionals in a general medical rotation.

** Some of this experience will be performed during the same semester.

The staff at Troy University believes these clinical experiences, combined with the time in the classroom, will help develop the best athletic trainer we can graduate.

Equipment Intensive

- Football
- Rodeo
- Clinic Outreach Affiliated Sites (High School, PT clinic)

Lower Extremity

- Men's Basketball
- Women's Basketball
- Track and Cross Country M/W
- Soccer
- Cheerleading
- Clinic Outreach Affiliated Sites (High School, PT clinic)

Upper Extremity

- Softball
- Volleyball
- Golf –M/W
- Tennis M/W
- Baseball
- Clinic Outreach Affiliated Sites (High School, PT clinic)

General Medical

- Rotations with local health related professionals

4.2 “Direct Supervision”

You must have direct supervision at all clinical sites. Direct supervision is defined as visual and auditory verbal contact with your Approved Clinical Instructor (ACI) or Clinical Instructor (CI)

Clinical Supervision Policy

Students must always be directly supervised by a Clinical Instructor (CI) or Approved Clinical Instructor (ACI) so that they have the ability to intervene on behalf of the athletic training student. The CI/ACI must consistently interact with the student and the CI/ACI will never supervise more than 8 students at a time. Troy University's ATEP will communicate with the CI/ACI via site visits, phone calls, email and meetings. CI/ACIs will also receive emails in order to keep them abreast of the topics that the students are covering in class.

Part V

The Athletic Training Education Student

- **ATEP Student Responsibilities and Expectations**
- **Duties of the ATEP Student**
- **Athletic Training Education Counseling Service**
 - **Academic Advising**
 - **Health Services**
 - **Career Services**
 - **IMPACT**
 - **Adaptive Needs**
 - **Personal Counseling**
 - **CLEP Testing**
 - **Troy University SAVE**
 - **Troy University Care Team**
- **Instructional Support**
 - **Computer Works**
 - **Natural Science Center**
 - **Writing Center**
 - **Writing Across the Curriculum**

5.0 Part V – The Athletic Training Education Student

5.2 Duties of the ATEP Student

The students actual duties may vary between clinical sites and CIs. The sections below provide examples of some common duties. Other sections of this manual provide additional information on duties such as documentation. Refer to those sections for additional information.

A. Pre-Practice Duties

- Arrive at least before the start of practice/meetings or as assigned by your ACI/CI
- Check the field kit to see that it is stocked and ready to be taken out onto the field/court
- Check to see that you have a cooler filled with ice bags and wraps.
- Do not permit crowding around the taping tables. This is not a social time for you or the athletes
- Apply all the wraps, dressings, bandages, protection padding, and taping that you are qualified to apply
- Record all patient treatments that you are qualified to do.

B. Practice Duties

- Be sure all equipment, kits and ice are on the field prior to the start of practice
- Station yourself so that you and your equipment are near the action but not in the way and so that you can easily be spotted if needed.
- Do not turn your attention away from the action; do not play ball or turn your back to discuss the time of day with a passerby. You may practice clinical skills during appropriate times however this is not a time to study for examinations
- Assist in the water break
- Care for injured players and escort them to the athletic training room if deemed necessary

C. Post-Practice Duties

- Be sure an injury report is completed for each new injury requiring such a report. Record all treatments.
- Be sure all athletes are cared for before leaving
- Make a list of supplies needed for the next day, which may be, low or out of stock. Give this list to your ACI/CI
- Gather up dirty laundry; straighten shelves and carts, etc.
- Wash out and clean coolers

D. Pre-Game Duties

- Be dressed and ready to work on time
- Help with pre-game preparation at the appointed hour
- Prepare a cooler with ice bags
- Go over the pre-game checklist for the kit contents and any necessary field equipment
- Be sure all kits and equipment are on the field/court well before the start of the game
- If you have been assigned to a visiting team, be sure to find out what time they arrive. Meet them, introduce yourself to their athletic trainer, and stay with them in the athletic training area and on their bench. Make yourself as

useful as they want you to be. Do not press to perform more than they want you to.

- If you are covering an away game:
 - a. Complete the away game checklist before leaving
 - b. Travel with the team and you must follow the travel policy of the ATEP, The University and the team you are traveling with
 - c. Be aware of services provided by the host school
 - d. Introduce yourself to the opposing team athletic trainer; ask about their emergency procedures and the availability of a telephone.

E. Game Duties

- During the game stay close to the equipment; pay close attention to the play and observe for players who do not perform normally or who are down and injured.
- Normally only one person need accompany the ATC onto the field or court to assist an injured player. Others should remain on the sidelines ready to bring out any needed equipment the ATC calls for. These duties will be assigned to specific individuals prior to the game.
- Be prepared to adjust equipment, apply protective pads, wraps, ice packs, or dressings for those athletes not playing or who have been removed for care. Work quickly but not so fast that your skill suffers.
- Assist in administering water and ice to those on the bench during the game
- During half time, check all players with injuries, assist them in getting seated and provided with a beverage.
- Assist injured players from the field/court at half time or at the end of the game as directed by the ATC

F. Post-Game Duties

- Be sure all equipment is back in the athletic training room in its proper place
- Assist players in removing tape, dressings, and bandages in the locker room. Keep the athletic training room free for the injured.
- Dress all wounds and care for the injured patient before they shower
- Put the athletic training room in order before you leave
- Fill out injury reports forms as necessary
- Make appointments for a check-up the next day for those injured
- Be sure all used wraps are collected from the locker room and placed with the laundry to be washed
- Give out ice bags to those needing them
- Observe all players after the game, especially those who have sustained head injuries
- If on an away trip, keep close track of any injured athletes during the trip home

G. Athletes in the Athletic Training Room

Each athlete must adhere to the following:

- Report all injuries when they occur. Let your ACI/CI determine the seriousness.
- DO NOT treat athletes by yourself; all treatments must be recorded and under the direct supervision of an ACI/CI
- All athletes must shower after practice before coming to the athletic training room
- Referrals to physicians, dentists, or other medical professional will be made by the Athletic Training staff for injuries incurred or due to athletic participation.
- ALL Troy University athletes must have on file an Insurance Form and a complete folder
- NO tobacco
- No cleats, dirty uniforms
- NO shoes on table, food on table, drinks on table or near the modalities
- ABSOLUTELY NO PETS!!!!

H. Treatment Records, Guests and High School Athletes

- All treatments are to be recorded. All new injuries must have a current injury report on file and checked by an athletic trainer
- High School athletes and guests must be first evaluated by a certified athletic trainer, or provide written instructions for treatment from a physician. NO athletic training student should begin treating without supervision of an ATC. ALL high school athletes should be seen by Champion Sports Medicine due to the Outreach Program and coach relations. An injury report should be written in the person will be a regular rehab patient.
- A guest is a person not actively engaged in Varsity Athletics at Troy University. All persons that are Varsity athletes should have on file a valid physical and completed folder. All other students will be treated as guests. Students should choose words carefully when speaking to guests and refer them to Monday clinic, the health clinic on campus, their physician or the emergency room.
- Confidentiality-all information about injuries is strictly confidential. NO one is to give out information concerning a patient's condition.

5.3 Athletic Training Education Counseling Service Student Development/Counseling (Eldridge Hall, ext. 3176)

A. Academic Advising: The purpose of this service is to assist those students who are having academic difficulties, those who are indecisive about a major field of study, or those who wish to know how their abilities relate to a certain major field of study. A student's academic choices are usually made after a better understanding of aptitudes and interests. Many times, academic problems are interrelated with personal and vocational problems, and only after a complete pictures of the three areas is established can a student overcome academic problems. Counseling services advises "Undecided" and "Conditional" students about academic decisions.

B. Health Services, ext. 3425: The Mary E. Rich Student Health Services is located on the first floor of Hamil Hall. General medical services are provided for currently enrolled students living on or off campus.

Student Health Services is staffed by a registered nurse daily. No permission is necessary to visit Health Services, however, the clinic hours are 8:00 am to 12:00 noon and 1:00 pm to 4:00 pm Monday through Friday.

Student illnesses are assessed by the registered nurse on duty. They are then treated at Health Services, referred to a nurse practitioner or referred to the university physician or the family physician. The university physician visits the campus daily Monday through Friday for sick clinic through the academic year. He is on call at other times. All appointments to see the university physician must be arranged through Student Health Services.

Student Health Services operates on a fee-for-service basis with charges based on "usual and customary charges" approved by the insurance industry. As a benefit to students, an optional Student Health Participation Fee may be paid per term and will result in discounted charges for the participant. These lower charges are available only to those students who pay the optional fee. The deadline to enroll for the health fee is the first week of class in each term. A current student ID card must be paid with the student Trojan Card at Health Services or placed on the student account in the Business Office.

Students are strongly urged to have appropriate health insurance coverage. As a service to students, a basic sickness and accident insurance policy is offered to students taking six or more hours. Brochures explaining the benefits and premiums of the student health insurance can be obtained at Student Health Services.

Students are expected to schedule visits to Student Health Services during a vacancy in their class schedule unless they are too ill to attend class. No medical excuses are issued by the Student Health Services for class absence. Instructors may call Student Health Services to verify whether a student was treated at the center. Records are confidential and no information concerning the student's diagnosis is released to anyone without a signed medical release by the student.

Students needing help in an emergency at night or on weekends should contact their resident assistant, campus police or proceed to the emergency room at the local hospital. The expenses incurred for such services are the responsibility of the student. The phone number for the local hospital is 670-5000.

C. Career Services, ext. 3217: The Career Services Offices provided two distinct functions for students and alumni (hereafter referred to as patrons): career development and career placement.

The Career Development portion of the office assists patrons (in either one-on-one counseling or a classroom setting) in the career decision-making process through use of a variety of assessment tools and evaluations, exploration of different career fields, and teaching decision-making skills.

Patrons in the Undecided Major Program can either participate in individual counseling with one of our staff members or enroll in the Career Exploration class (CHD 1100) offered in the fall and spring terms.

Patrons who have decided on a major and are thinking of changing their focus or students who are interested in what occupations are available for them upon graduation may also benefit from the use of our highly informative and interactive website ([.troy.edu/](http://troy.edu/)) or our information and up to date career library, which contains books and literature on various career fields.

Internships (volunteer and paid) can provide students valuable experience as they prepare to move into a particular career field. Those interested in gaining experience in a specific area are encouraged to come by Career Services and look through the listing of internships possibilities in their career field.

Career Placement assists patrons (in either one-on-one counseling or in a classroom setting) in preparing for their job search.

Patrons receive assistance in writing their resume and cover letter, learning how to dress for success, developing interviewing skills, and identifying successful job search methods (using the Internet, networking, etc.) A class in Job Search Techniques (CHD 3300) is offered in the fall and spring terms.

Those interested in participating in the Resume Referral Service can register with Career Services by posting their resume on Trojan Trak. They will also be eligible to participate in the on-campus interviews conducted by employers in the fall and spring terms. The website ([.troy.edu/](http://troy.edu/)) provides links under the Student heading to resources related to the job search from on-campus interviewing to the job searching on the Internet. There are also links to resume writing and interviewing sites. Career Services also hosts Career Expos (in both teaching and non-teaching fields) inviting a variety of employers to share information about career opportunities in their organization.

D. IMPACT, ext. 3176: All new Troy students are encouraged to attend an IMPACT is to help provide the new students with a smooth and successful transition to Troy by exposing them to the many academic and social facets of college life and assisting them with the registration process.

E. Adaptive Needs Program, ext. 3221: This program provides assistance and accommodations to students with documented disabilities that may impede their academic process. Services include notifying instructors about the student's disabling condition and specific accommodations to which the student is entitled. Student tutors assist in administering oral and extended time testing to students who qualify to test in the Adaptive Needs Office. Tutors also assist students with proofreading papers, studying and reviewing notes for tests, by providing reader service when necessary, and by enlarging printed texts and class notes. Reasonable accommodations are provided based upon individual need. Each student must provide recent documentation of his or her disability in order to participate in the Adaptive Needs Program.

F. Personal Counseling, ext. 3700: Many students find that personal concerns interfere with various aspects of their college life. University Counselors provide an atmosphere in which students may discuss such concerns freely and confidentially. The counseling process allows a student to gain self-understanding and to recognize and explore opportunities that are available to college student and alumni. Counseling is also offered through the SAVE Project for students who are victims of sexual assault or dating/domestic violence. Counseling services are provided to students at no cost. The University Counselor and the SAVE Project office is located in Student Health Services, Hamil Hall, Room 6.

H. TROY SAVE (Sexual Assault and Violence Education) Project, 3700: The Troy University SAVE Project, funded by a grant from ADECA, provides a variety of education, prevention and counseling services to students, faculty, staff and law enforcement personnel. Each semester SAVE offers RAD Training (Rape Aggression Defense), a free self-defense class for female students and university personnel.

The SAVE Project, administered under Housing and Residence Life, provides services through peer education workshops and student leader training on Sexual Assault and Dating/Domestic Violence. The SAVE Project also presents workshops, programs, and speakers for classes and groups on the Troy University campus as well as community clubs and organizations. Both crisis and intervention counseling is available at no charge to students, faculty, and staff.

The SAVE Project maintains a resource library of video tapes, brochures, books and research articles on a wide range of topics including: dating/domestic violence, sexual assault, alcohol and drugs, and date rape drugs. The SAVE Project is located in the Student Health Services office, first floor, Hamil Hall, Troy University, 334-670-3700.

5.4 Instructional Support Services

Wright Hall 104, ext. 3210: Instructional Support Services (ISS) provides quality academic support services to students while at the same time conducting research and developing programs of ISS include the following:

A. Computer Works, ext. 3413: Computer Works makes available to Troy University students and staff personal computers supported by a variety of software programs. The computer lab provides the opportunity for individuals to interact with and understand how to use computer technology. Toward accomplishing this objective, understand how to use computer technology. Toward accomplishing this objective, Computer Works offers individual assistance with computer utilization and supports university classes that use computers as part of the instructional process. Computer Works is located in 199 McCartha Hall. Hours of operation may vary depending on the term.

C. Writing Center, ext. 3305: The Writing Center assists students in improving their writing skills. The Center provides diagnosis of writing skills, individualized writing, preparation for standardized tests, workshops which cover a variety of writing-related topics, techniques in writing research paper, vocabulary improvement, speech articulation, and help with critical reading and thinking skills. Resources available to provide these services include peer tutors, helpful handouts, dictionaries, reference books, audio-visual programs, a professional library, and computer programs. The Center also has several computers to assist student-writers in the revision process. The Writing Center is located in Eldridge Hall.

Part VI

Policies

- **Academic Probation Policy**
- **Clinical Education Policy**
- **Drug Education and Screening Policy**
- **Gambling Policy**
- **Professional Relationships Policy**
- **Blood Borne Pathogen Policy**

Part VI Policies

6.0 Policies

6.1 Academic Probation Policy

Students must meet the following minimum standards for progression within the athletic training program:

- maintain a cumulative grade point average of 3.0 on all work attempted
- maintain a cumulative grade point average of 3.0 on all work attempted in the major field (core curriculum)

6.2 Probation

Once a student's GPA has fallen below a 3.0, in either the ATEP core courses or overall, the ATEP director will place the student on academic probation. The student will have one academic semester to raise the GPA to the program criteria. If the student does not meet this standard, he/she will no longer be able to progress in the ATEP and will be released from the program

If a student does not successfully master a proficiency skills associated with a course the student will be placed in remediation until that particular skill is mastered. If the skill is not mastered by the end of the semester, the student will not be able to progress into the next clinical course. Successful completion is scoring an 80% or higher on all skill sets.

If a student receives a grade below a "C" in any AT required courses, that student will be required to retake that class. If a grade below a "C" is earned in any class with an AT prefix (a core course), that student will not be allowed to progress within the curriculum and must retake the failed core course. This could delay or alter a student's expected date of graduation.

6.3 Clinical Education Policy

If a student is caught cheating or plagiarizing the Athletic Training Faculty will follow the procedures outlined in the Troy University Oracle.

TROY UNIVERSITY CLINICAL SUPERVISION POLICY FOR CLINICAL INSTRUCTORS CERTIFIED LESS THAN ONE YEAR

According to Standard B3.42 from the Commission on Accreditation of Athletic Training Education, if a CI is credentialed for less than one year, the program must develop and document the implementation of a

plan for supervision of that CI by an experienced credentialed CI that ensures the quality of instruction provided to the athletic training students.

In order to be pro-active and ensure proper student supervision Troy University's ATEP has developed the following plan for CIs certified less than one year in regards to student supervision.

1. If an individual is interested in serving as a CI for students and they have been certified for less than one year they must express interest to the Program Director or Clinical Coordinator
2. The CI certified less than one year **MUST** attend the ACI workshop given annually. This workshop is intended to provide the new CI with a basic educational foundation and the policies and procedures in regards to supervising Troy University's Athletic Training Education Program. CIs will not be able to evaluate student competencies or proficiencies despite the fact that they have attended an ACI workshop.
3. If after the CI has been certified for one year they choose to serve in the capacity of ACI, they must re-attend the ACI workshop provided by Troy University.
4. The CI certified less than one year will meet with the Clinical Coordinator or Program Director on a regular planned and consistent basis in regards to their role as a supervisor of athletic training students. At a minimum, formal meetings must occur once every 3 weeks; however informal meetings are encouraged as much as possible
5. The Clinical Coordinator will also supervise the CI in a clinical setting during normal site visits to ensure proper and adequate student supervision is occurring
6. The Program Director or Clinical Coordinator has the right to remove a CI certified for less than one year if they deem that the Athletic Training Education student is not receiving a good clinical experience.

6.4 Athletic Training Education Clinical Rotation Travel Policy

Troy University Student Athletic Training Student Travel Policy

1. You must present yourself as a professional at all times. You are representing yourself, Troy University, The Division of Athletics, The Athletic Training Education Program and the entire Sports Medicine Department.
2. You cannot be late for anything. You must arrive 10 minutes early to everything.
3. There will be no consumption of alcohol at any time while traveling with or representing a university team. Violation of this rule will result in immediate suspension at your current sport rotation, potential removal from sport rotation, and potential removal from the ATEP.
4. You will not be allowed to leave the hotel for any social activity other than what is provided by the University.
5. Attendance for all meals is mandatory.
6. You may eat with your parents as long as you ask a staff athletic trainer prior to leaving, informing staff athletic trainer what time you will be eating and when you will be back.
7. Dress code will be the same as the team unless otherwise noted by a staff athletic trainer.
8. You will be responsible for any hotel incidentals charged to your room.
9. You may only perform athletic training duties when under the Direct Supervision of a Certified Athletic Trainer. At all other times you will only be allowed to act as a first aid responder.
10. Be positive, responsible, accountable and professional.

Name: (Printed)

Signature:

Date: _____

6.5 Athletic Training Education Clinical Rotation First Responder Policy:

Although Troy University strives to never leave a student unsupervised, we do understand that there are situations where a student may be left unsupervised for a short amount of time. Examples include: an athletic trainer having to leave to attend to an emergency, use the restroom, etc. Because of these situations, the Troy University ATEP has a Policy and Definition of First Responder.

An athletic training student may only act as a first responder as defined below when not under direct supervision of a certified athletic trainer.

A first responder is allowed to perform first aid and CPR when appropriate. A first responder is also allowed to apply prophylactic taping and use preventative stretching on athletes. A first responder may not, however, make a return to play decision following an injury. This includes the decision to tape an athletic so they can return to play with an acute injury. All injuries must be referred to a certified athletic trainer.

6.8 Professional Relationships Policy

A. To Clinical Instructors

It is important to remember that you can learn both the science and the art of athletic training from your CI. Although you are there to learn from your CI, never question their procedures in front of an athlete. You will have legitimate questions as to the whys and wherefores of treatments, just remember that there is a time and place for such questions. CI's are not allowed to complete students skill sheets, however they can practice skills with a student. A CI is an ATC or health related professional who has not gone through ACI training OR who has not had their professional certification for over one year.

B. To Other ATEP Students

Remember that it is necessary to have a good working relationship with everyone in the athletic training room, including your fellow ATEP students. As with other staff, do not question or criticize them in front of an athlete. Any criticisms you have should be offered in a constructive manner, and you should be cognizant of the situation and circumstances when discussing differences of opinion.

If you have a difference of opinion or a "gripe", go directly to the person involved and settle it. Do not become a gossiper or complainer! If you are aware of a problem or situation with a fellow classmate that needs attention, you are obligated by the Troy University honor code outlined in the Oracle to report the problem to your supervisor immediately (your ACI, CI, clinical coordinator or program director).

Relationships between student athletic trainers on any level other than professional are strongly discouraged. However, should a non-platonic

relationship develop, all interactions should remain on a professional level while performing any duties within the scope of athletic training. This policy also applies to relationships involving ATEP students and graduate assistant athletic trainers. If a problem arises, one or both of the students may be removed from that clinical rotation.

In working together in the athletic training room do not confine yourself solely to your assigned duties. If your duties are completed and you see that someone needs help, help them! Athletic trainers are part of the sports medicine team, and it is best if everyone works together.

C. To The Team Physicians and Consultants

You are to help the team physicians in any way you can. Never question or criticize the team physician in front of an athlete. If you do have some legitimate questions regarding treatments prescribed by the physician, choose the proper time and manner in which to ask either your ACI/CI or the physician. The doctors realize that you are here for an education and are very willing to help you learn.

Never alter, modify, or adapt the instructions of any physician without first checking with the physician.

D. To the Athlete

As an ATEP student you should always maintain a professional relationship with the people you work with, especially the athletes. This is admittedly difficult, as the athletes are often your peers. The athletic training room is not a social setting; socialization with the athletes during working time is discouraged.

In addition, relationships between ATEP students and University athletes are strongly discouraged. All efforts should be made to avoid such a situation. If an inappropriate relationship does develop the ATEP student will immediately be removed from that particular sport rotation. If this behavior becomes habitual then the ATEP director will take further disciplinary action against the ATEP student which may include suspension from clinical rotations or removal from the ATEP.

In the high school clinical settings, relationships between ATEP students and student-athletes and are **strictly prohibited**. If an ATEP student is suspected of having an inappropriate relationship with a high school student the ATEP student will immediately be suspended from clinical rotations and will be turned into authorities. The ATEP student will not be allowed back into clinical rotations until they are found innocent. The procedures for this type of situation will follow the policies outlined in the Troy University Oracle.

Never discuss an athlete's injury with anyone other than the player, his/her parents (if the athlete is a minor), your ACI/CI, and the Team Physician. Under

no circumstances should you discuss the injury of one athlete with a different athlete. If an athlete should ask you about another athlete's injury, refer them to your ATC.

Remember that anything an athlete tells you fall within the realm of medical confidentiality. **What you see here, what you hear here, stays here. Loose lips sink ships.**

E. To the Coaches

The ATEP students goal is to learn as you assist your ACI/CI in monitoring the health and safety of the athlete. The coach's purpose is to produce a successful program. Do not confuse the two. As you would not want a coach to tell you how to treat an injury, never tell a coach how to run a practice or what plays to use or who to substitute. Many coaches are sensitive even about questions regarding their game procedures. Remember your place and your purpose for being at practice or the game.

Many coaches are not used to working with an ATC or an athletic training student. In the ATEP Clinical Settings, this is rare. If, however, a coach questions your procedures, state that you are following the team physician's Standing Order and Protocols. If the coach persists, do not argue. Quietly continue your job and consult your CI. Any coach problems should be referred to, and handled by, your CI.

As with ATEP students and graduate assistant athletic trainers, you should refrain from engaging staff coaches and graduate assistant coaches in any type of relationship other than professional. Should a relationship develop, the ATEP student will immediately be removed from that clinical rotation. If this behavior becomes habitual then the ATEP director will take further disciplinary action against the ATEP student which may include suspension from clinical rotations or removal from the ATEP.

F. To the Athletic Administration

The decisions, business procedures, policies, and established standards of the administration of any site where you are completing clinical experiences are to receive your complete support. If you have any questions regarding these, see your ACI/CI.

G. To the News Media

You may find that in an effort to get the latest scoop, a representative of the press may approach you for information regarding the playing status and/or injuries of an athlete. Under no circumstances are you to discuss these matters with any representative of the news media. Such information is highly confidential and private and is protected by the Federal Right to Privacy Act. An athlete must sign a waiver before even the head athletic trainer or the coach can give out such information. Refer any such questions to your ACI/CI or the sports

information director. Be very careful about what you say concerning injuries to players, as you do not know who will overhear what you say. Under no circumstances are you allowed to conduct a personal interview with the news media in regards to a patient's medical care. If this situation arises, this is a HIPPA violation and you will immediately be removed suspended and/or removed from the ATEP.

H. To the Athlete's Parents

Should a parent contact you regarding the care their child is receiving, reassure them that they are receiving the best available care and refer them to your ACI/CI. Do not discuss an athlete's injury or care with the parents.

6.9 Conduct and Appearance Policy

A. Personal Qualities

The most important personal qualities that will be expected of an ATEP student are dedication, dependability and loyalty. Unexpected absence and/or tardiness will not be tolerated in the academic or clinical settings. Friendliness, sincerity and integrity also rank high as desirable personal qualities.

B. Dress

You should dress and behave like a licensed medical professional in the athletic training room, at practices, and at games. Appropriate clothing must be worn in the athletic training room, and at all practices and competitions, but should not be worn outside the academic/athletic training setting. It will be the responsibility of each student to keep his/her clothing clean, pressed and presentable.

A neat, clean, professional personal appearance is an important step in gaining respect of athletes, coaches, and the general public. Do not neglect your responsibilities in this area. Personal grooming must likewise be neat and clean. When a student is at a clinical rotation they will follow the dress code of that particular site. If you arrive for clinical rotation and are deemed to be in violation of the above mentioned you will be asked to leave and not be allowed to complete your clinical rotation on that day. Clean fingernails are a must. Try to avoid visible tattoos and body piercing.

Excessive jewelry (dangling earrings and rights) is strongly discouraged.

The uniform for clinical rotations are khaki shorts or pants and uniform polo unless otherwise designated by your ACI/CI. No hanging strings, holes or stains should be visible on your uniform. Shorts must be below your finger tips when standing and should not be too tight. It is at the discretion of your ACI/CI to determine if your dress is inappropriate. A belt must be worn and the tops of socks must be visible in shoes. A violation of the uniform policy will result in the ATEP student being sent home from their clinical rotation. If this behavior becomes habitual then the ATEP director will take further disciplinary action

against the ATEP student which may include suspension from clinical rotations or removal from the ATEP.

C. Behavior

The following code of conduct will be expected of every ATEP student.

- maintain your athletic training clothing and wear it in any clinical setting
- conduct yourself in a mature, professional manner
- complete clinical education experiences as scheduled by your CI
- Be on time – call if you are going to be late or absent (academic or clinical settings)
- Follow the policies and procedures of the specific clinical site where you are completing clinical education experiences

Disciplinary Procedures

Violation or failure to comply with the NATA Code of Ethics, Alabama State Licensure, the *ATEP Policy and Procedures Manual*, *Troy University Athletic Training Department Policy and Procedures Manual*, or any other actions that would compromise the integrity of the Troy University ATEP can result in punishment, suspension, or dismissal from the program. The students will be informed verbally and in writing of the offense and the disciplinary action. If the offending action is severe enough to warrant suspension or dismissal, the actions will be reported to the Athletic Training Discipline Committee. All decisions involve the Program Director. If the action is severe enough, offensive warnings may be bypassed and immediately sent to the Discipline Committee.

First Offense: Student will be verbally warned in a personal meeting with the Program Director or Clinical Coordinator. Written documentation will be placed in the student's file.

Second Offense: Guidelines for the discipline will be decided by the ATEP faculty, personally discussed with the student, and supported by a written document. Written documentation will be placed in the student's file.

Third Offense: Student may be placed on suspension or expelled from the program. The penalty will be determined by the ATEP Discipline Committee. A formal meeting will be held with the appropriate ATEP Discipline Committee Members. Upon the made decision, written documentation will be given to the student, in addition the written documentation will be placed in the student's file.

Note: in instances of Violation of student conduct, the ATEP will default to the Troy University Oracle's disciplinary procedures*

D. Mobile Telephones

Athletic training students should refrain from utilizing mobile telephones in the classroom and clinical settings. We understand that sometimes emergencies will arise which make the use of mobile telephones necessary. If such a situation arises, check with your classroom instructor or ACI/CI about receiving a call during this time. In addition, if utilizing a mobile phone is approved, it must be on

vibrate mode. Text messaging is absolutely prohibited in the classroom and clinical settings. You are at these locations to learn and not to be at social hour. Violation of this policy will result in being sent home from your clinical rotation. If this behavior becomes habitual then the ATEP director will take further disciplinary action against the ATEP student which may include suspension from clinical rotations or removal from the ATEP.

Bloodborne Pathogen Training

This will be a subset in AT 2201, 3301 and 4401: Athletic Training Clinicals I, III, & V offered during the fall semester session of the curriculum. Refer to the bloodborne pathogens exposure / OSHA compliance in the Troy University's Athletic Training Room *Policy and Procedure Manual*. It is your responsibility to become familiar with other clinical sites' bloodborne pathogens exposure / OSHA compliance policies and procedures.

BLOODBORNE PATHOGENS POLICY

BLOODBORNE DISEASES

Bloodborne pathogens are microorganisms such as viruses or bacteria that are carried in blood and can cause disease in people. There are many different bloodborne pathogens including malaria, syphilis, and brucellosis, but Hepatitis B (HBV) and the Human Immunodeficiency Virus (HIV) are the two diseases specifically addressed by the OSHA Bloodborne Pathogen Standard.

HEPATITIS B (HBV)

Hepatitis B virus (HBV) causes serious liver disease. About half of the people infected with hepatitis B have no symptoms. Those with symptoms may experience jaundice, fatigue, and abdominal pain, loss of appetite, occasional nausea or vomiting. Most people infected with HBV recover and clear the infection. But about 10% become chronically infected. Each year, more than 5,000 people die from chronic liver disease and liver cancer linked to hepatitis B. as many as 200 of those who die are healthcare workers.

The hepatitis B virus poses greater risk to healthcare workers than either the hepatitis C virus or HIV, since it is more easily transmitted. As yet, there is no sure cure for hepatitis B. Fortunately, the hepatitis B vaccine can prevent the disease.

HIV

HIV attacks a person's immune system and causes it to break down. The clinical picture of HIV infection differs widely from person to person. A number of those infected remain apparently healthy for many years. The infected person becomes seriously ill when the immune system loses its ability to fight infections. Some infected people go on to develop AIDS.

MODE OF TRANSMISSION

Hepatitis B, Hepatitis C and HIV spread most easily through contact with blood. They also spread through contact with other potentially infectious materials. OPIM, including bodily fluid or tissue containing visible blood.

HBV and HIV are most commonly transmitted through:

- Contact between mucous membranes and infected body fluids
- Contact between broken or damaged skin and infected body fluids
- Accidental puncture from contaminated needles, broken glass, or other sharps
- Sexual contact
- Sharing of hypodermic needles

- From mothers to their babies at/before birth

BLOODBORNE PATHOGENS

Accidental puncture from contaminated needles and other sharps can result in transmission of bloodborne pathogens.

In most work situations, transmission is most likely to occur because of accidental puncture from contaminated needles, broken glass, or other sharps; contact between broke or damaged skin and infected body fluids; or contact between mucous membranes and infected body fluids. For example, if someone infected with HBV cut their finger on a piece of glass, and then you cut yourself on the now infected piece of glass, and then you cut yourself on the now infected piece of glass, it is possible that you could contact the disease. Anytime there is blood-to-blood contact with infected blood or body fluids, there is a slight potential for transmission.

Unbroken skin forms an impervious barrier against bloodborne pathogens. However, infected blood can enter your system through:

- Open sores
- Cuts
- Abrasions
- Acne
- Any sort of damaged or broken skin such as sunburn or blisters

Bloodborne pathogens may also be transmitted through the mucous membranes of the:

- Eyes
- Nose
- Mouth

UNIVERSAL PRECAUTIONS

“**Universal Precautions**” is the name used to describe a prevention strategy in which all blood and potentially infectious materials are treated as if they are, in fact, infectious, regardless of the perceived status of the source individual. In other words, whether or not you think the blood/body fluid is infected with bloodborne pathogens, *you treat as if it is*. This approach is used in all situations where exposure to blood or potentially infectious materials is possible. This also means that certain engineering and work practice controls shall always be utilized in situations where exposure may occur.

HYGIENE PRACTICES

Handwashing is one of the most important (and easiest) practices used to prevent transmission of bloodborne pathogens. Hand or other exposed skin should be thoroughly washed as soon as

possible following an exposure incident. Use soft, antibacterial soap, if possible. Avoid harsh, abrasive soaps, as these may open fragile scabs or other sores. Hands should also be washed immediately (or as soon as feasible) after removal of gloves or other personal protective equipment.

BLOODBORNE PATHOGENS

If you are working in an area where there is reasonable likelihood of exposure, you should never:

- Eat
- Drink
- Smoke
- Apply cosmetics or lip balm
- Handle contact lenses

No food or drink should be kept in refrigerators, freezers, shelves, cabinets, or on counter tops where blood or potentially infectious materials are present.

You should also try to minimize the amount of splashing, spraying, splattering, and generation of droplets when performing any procedures involving blood or potentially infectious materials, and you should NEVER pipette or suction these materials by mouth.

SHARPS

Effective April 18, 2001, OSHA's bloodborne pathogens standard has been updated. The revisions clarify the need for employers to select safer needle devices as they become available and to involve employees in identifying and choosing the devices. The updated standard also requires employers to maintain a log of injuries from contaminated sharps.

Specifically, the revised OSHA bloodborne pathogens standard obligates employers to consider safer needle devices when they conduct their annual review of their exposure control plan. Safer sharps are considered appropriate engineering controls, the best strategy for worker protection.

You are at greatest risk of exposure to bloodborne pathogens when handling contaminated sharps. More than half a million sharps related injuries occur each year. Your Exposure control Plan details sharps safety rules you should follow. Here are some general guidelines:

- When using sharps, always follow effective, safe handling techniques to prevent injury.
- Never shear, break, bend, or recap contaminated needles or sharps.
- Never reuse disposable sharps.
- Do not pick up contaminated broken glass (also a sharp) with your hands. Instead, use a broom and dustpan, forceps or tongs.

- Discard contaminated sharps immediately after use in an appropriate, puncture-resistant, color-coded container. Nearly one-third of all sharps injuries happen during disposal.
- Report all sharps injuries according to your facility's policy.

NEEDLES

Needles shall be disposed of in labeled sharp containers only.

- Sharps containers shall be closable, puncture-resistant, leak-proof on sides and bottom, and must be labeled or color-coded

BLOODBORNE PATHOGENS

- When sharps containers are being moved from the area of use, the containers should be closed immediately before removal or replacement to prevent spillage or protrusion of contents during handling or transport.

BROKEN GLASSWARE

- Broken Glassware that has been visibly contaminated with blood must be sterilized with an approved disinfectant solution before it is disturbed or cleaned up.
 - Glassware that has been decontaminated may be disposed of in an appropriate sharps container; i.e., closable, puncture-resistant, leak-proof on sides and bottom, with appropriate labels.
- Broken glassware will not be picked up directly with the hands. Sweep or brush the material into a dustpan.
 - Uncontaminated broken glassware may be disposed of in a closable, puncture-resistant container such as a cardboard box or coffee can.

What you can be infected by: droplets (from a cough or sneeze), direct contact, or airborne pathogens.

Possible exposure scenarios:

- a) Wound cleaning
- b) Cleaning whirlpool
- c) Sanitizing equipment and laundry
- d) Emergency situations
- e) Urine Analysis
- f) Evaluations

Because of the risk involved in everyday activities students are encouraged to follow the universal precautions as described below to avoid being exposed.

All blood or other possibly infectious material will be considered infectious at all times regardless of who is the patient.

What you can use to diminish risk of infection:

- 1) Gloves
- 2) Face shield
- 3) Gloves
- 4) Mask
- 5) Sharps container
- 6) Biohazard bags/ containers
- 7) Hand sanitizer
- 8) Sanitizer for surfaces

What you can do to decreased the risk of infection:

- 1) Wash hands and any other contaminated skin surface area with soap and warm water for a minimum of fifteen seconds as soon as exposure occurs.
- 2) If eye contact is made flush eyes immediately with water or eye wash.
- 3) While removing personal protective equipment use the proper removal steps and remove as soon as possible. Once equipment is removed be sure to dispose of it properly in a biohazard container.
- 4) When disposing needles do not attempt to bend or recap by hand and be sure to place all used needles in a sharps container.
- 5) Sterilize all instruments after each use and sanitize all other equipment regularly.
- 6) While transporting laundry use the necessary protective equipment to avoid exposure. Carry the contaminated laundry folded up and away from your body.

If you are exposed to any infectious material report the incident immediately to your ACI or other staff member. The staff will provide the student with confidential medical attention.

Infectious Waste Disposal

All infectious waste will be disposed of using universal precautions set forth by OSHA. All infectious material shall be placed in sharps containers or color-coded red bags. Disposable syringes, needles, scalpel blades and other sharp items shall be disposed of in the sharps container. When handling, storing, or transporting infectious waste, gloves shall be worn and the bags should be sealed. When full, sharps containers and color-coded red bags shall be stored in the Biohazard Waste closet that is located across from the Athletic Training Room in Room #225 until these materials are picked up monthly by a Biohazard Company. In order for the company to transport these materials they must be properly closed and sealed completely within the large red biohazard containers.

Decontamination of Spills:

Gloves will be worn during this process. All fluids or other infectious material will be cleaned up and removed first. Gloves will then be removed and new gloves will be worn to disinfect the area. The area will be disinfected with the disinfectant used in the athletic training room.

TROY UNIVERISTY'S COMMUNICABLE DISEASE POLICY

Throughout a student's clinical experience there will be instances where a student is ill or deemed to have a communicable disease. This policy has been developed to identify those instances and to delineate appropriate action when they occur. This policy will assist in ensuring the safety of the patient, CI/ACI and the student.

According to the Center for Disease Control and Prevention (www.cdc.gov) communicable diseases are identified as:

- Conjunctivitis (Pink eye)
- Diphtheria (upper respiratory infection)
- Herpes simplex
- Meningococcal infections
- Pertussis (Whooping cough)
- Streptococcal infection
- Zoster
- Enteroviral infections
- Mumps
- Rubella
- Cytomegalovirus infections
- Tuberculosis
- Viral infections
- Varicella

If a student believes they have one of the above mentioned Communicable Diseases, the following procedure should occur:

1. The student should notify their CI/ACI and Clinical Coordinator **immediately**
2. The student should **immediately** report to student health **OR** their local physician for evaluation. Students **may not** utilize the team physician during athletic sick call for their illness.
3. If a student suspects they have a communicable disease, they should not provide patient care until the signs and symptoms resolve.
4. If a student will miss their clinical rotation and/or class due to a communicable disease they must bring written documentation from a physician. Lack of documentation may result in an unexcused absence. All students are responsible for work they have missed during their illness.
5. It is the **student's responsibility** to communicate with their CI/ACI and course instructor in regards to their progress. Communication can be via phone or email (**NOT** text messaging).

Exposure incident

If an incident of exposure occurs the individual must immediately report it to their clinical supervisor. The medical evaluation will begin immediately. If an incident occurs it is the student's responsibility to notify their supervising faculty member. The student will be referred to Student Health to receive the appropriate treatment.

Appendix A
Clinical Sites
Contact Information

Troy University Athletic Training Contact Information

Office phone

1. Amanda A Benson, Ph.D., ATC, LAT
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6. Alyson G. Steed, ME.d., ATC, LAT
Assistant Athletic Trainer
Troy University Athletic Training/Athletics
3230 Veterans Stadium Drive
Troy, Alabama 36082
[@troy.](mailto:alysteed@troy.edu) 334-670-5730
7. Sean Boland, MS, ATC

Champion Sports Medicine/Baseball
Troy University Athletic Training/Athletics
3230 Veterans Stadium Drive
Troy, Alabama 36082
[@troy.](mailto:)

334-670-3720

Graduate Assistants

Office phone

- | | | |
|-----|--|--------------|
| 8. | Michael Welch, BS, ATC
Graduate Assistant/Football
Troy University Athletic Training/Athletics
3230 Veterans Stadium Drive
Troy, Alabama 36082 | 334-670-3720 |
| 9. | Katie Smith, BS, ATC
Graduate Assistant Volleyball/Tennis
Troy University Athletic Training/Athletics
3230 Veterans Stadium Drive
Troy, Alabama 36082 | 334-670-3720 |
| 10. | Alexa Kryglowski, BS, ATC
Graduate Assistant/Women's Basketball/Cheerleading
Troy University Athletic Training/Athletics
3230 Veterans Stadium Drive
Troy, Alabama 36082 | 334-670-3720 |
| 11. | Andrew Bass BS, ATC
Graduate Assistant/Track & Field
Troy University Athletic Training/Athletics
3230 Veterans Stadium Drive
Troy, Alabama 36082 | 334-670-3720 |
| 12. | Ben Schuler, BS, ATC
Graduate Assistant Soccer
Troy University Athletic Training/Athletics
3230 Veterans Stadium Drive
Troy, Alabama 36082 | 334-670-3720 |

Off-Site Clinical Instructors/Supervisors

Office phone

1. Mickey DiChiara, MD
Team Physician
Pike Internal Medicine
1350 Highway 231
Troy, Alabama 36081
334-566-1270
2. Jon Adams, MHS, ME.d., PA-C, ATC
Team Clinician/Director of Athletic Medicine
Pike Internal Medicine
1350 Highway 231
Troy, Alabama 36081
[@hotmail.](mailto:jon.adams@hotmail.com) 334-566-1270
3. Dave Bush, BS, ATC, LAT
Director Sports Medicine Outreach
Champion Sports Medicine
1118 Highway 231 South
Troy, Alabama 36081
[@hotmail.](mailto:dave.bush@hotmail.com)
[bush@physio.](mailto:dave.bush@physio.com) 334-566-5021

Appendix B

What you need to know and where to find it

What You Need to Know and Where to Find It

Where to Find Help

Concerning

Adding/Dropping a course
Admission to ATC
Bills, fees, other miscellaneous charges
Decals
Fines, Appeals
Fines, payment
Grades

Graduation Intentions
ID Cards
Loans
Mail/Mailboxes
Parking (Troy Campus only)
Placement
Scholarships

Student Records

Transcripts
Withdrawals

Contact/Location/Troy University Main Campus

Records Office or Program Director, ext. 3722
Amanda K. Benson, Program Director, ext. 5818
Business Office, Adams Admin. Bldg., ext. 3124
Security Office, ext. 3215
Adams Center, 215, ext. 3207
Business Office, Adams Admin. Bldg., ext. 3122
Course Instructor or Records Office, Adams Admin. Bldg., ext. 3164
Records Office, Adams Admin. Bldg., ext. 3164
Ticketlink/Box Office, Adams Center, ext. 3293
Financial Aid Office, Adams Admin. Bldg., ext. 3186
Post Office, Adams Center, ext. 3223
Security Office, ext. 3215
Placement Office, Eldridge Hall 110, ext. 3217
Financial Aid Office, Adams Admin Bldg., 3212
Or Amanda K. Benson, Program Director ext. 5818
Departmental Secretary, ext. 3722 or Records Office, Adams Admin. Bldg., ext. 3164
Records Office, Adams Admin. Bldg., ext. 3166
Faculty Advisor, Eldridge Hall or Records Office, ext. 3164

General Information

Information on various topics is provided on the next several pages. Other general information about the DAT and Troy University can be found in the Troy University Bulletin and the Troy University Oracle.

Accreditation--Troy University is accredited by the Commission Accreditation of Athletic Training Education (CAATE). The website is [.caate.](http://www.caate.org)

Advisor--After admission to Troy University you will be assigned an academic advisor. This advisor, who is a Department of Athletic Training faculty member, will assist you in planning your program of studies.

Books—Textbooks for all Troy University classes may be purchased at the Barnes & Noble on campus. Barnes & Noble buys and sells handbooks each quarter. **DO NOT SELL YOUR ATHLETIC TRAINING BOOKS!!** You will need them in future courses. The University Store also sells other miscellaneous books, writing materials, art supplies, gifts, etc.

Cheating and Plagiarism—A student may be disciplined, up to and including suspension and expulsion, and is deemed in violation of the STANDARDS OF CONDUCT, for the commission of or the attempt to commit any of the following offenses:

Dishonesty, such as cheating, plagiarism or knowingly furnishing false information-nation to the University, faculty or other officers or employees of the University. (Troy University Student Handbook-Oracle)

Copy Machines—Copy machines are available in the library at a cost of 10 cents per page with your Trojan Card. Please Do Not ask to use the copy machine in Stadium Towers.

CPR for the Professional Rescuer—Students must be certified in CPR for the Professional Rescuer & AED before enrolling in clinical courses. American Red Cross or American Heart Association is acceptable. A copy of your certification must be given to the Department of Athletic Training secretary or to the AT Clinical Coordinator.

Evaluations—Your feedback concerning textbooks, courses, clinical facilities, faculty, etc. is vital to the growth of our school. You will be asked on a regular basis to complete evaluation forms. Please be honest and constructive.

Financial Aid—If you are receiving financial aid, please contact the financial aid office and request that your financial aid be spread over three semesters if you intend on taking summer courses.

Grievances--For complaints or concerns about a course, please see the course faculty first. If you are not satisfied, then make an appointment with the Department Chair, then the Dean. For other complaints or concerns, please see your advisor, then the Department chair and then the Dean.

Lab--The ATEP Lab is open from 8:00 am to 5:00 pm, Monday through Friday. You are welcome to practice skills, with our without the Clinical Coordinator or student tutors assisting you. You can come in the lab to study, use the computers, view audiovisuals, or practice skills. There is also a small library as well as class materials on reserve in the lab. Some of the equipment/books may be checked out for home practice. Please check with Ms. Bettye Richards.

Liability Insurance--You must present proof of having purchased liability insurance before you begin athletic training clinical classes. Troy University has a blanket insurance coverage in the amount of \$1,000,000/\$3,000,000 for students. You must purchase this insurance through College of Health and Human Services and checks must be given to Ms. Bettye Richards before clinical rotations begin.

Library--The Troy University Library, which is located in Wallace Hall, provides students and faculty with a comprehensive collection of print and non-print resource materials. Several methods of data accession are available to students and faculty. Interlibrary

loan requests are processed through the On-line Computer Library Center (OCLC). Computer searches of approximately 250 databases can be conducted via Dialog Information Services, Inc. Medline searches are included through this service. Academic journals in all disciplines are indexed on InfoTrac and accessed on computer terminals with reproduction capabilities.

Parking- -You MUST have a parking decal on your car in order to park on campus. Come early to class, parking is usually a problem for morning classes. If you park in a staff, faculty, or visitor parking space YOU WILL BE GIVEN A TICKET OR TOWED.

Pre-Registration—Pre-registration is held every semester for you to register for the next semester. The steps of pre-registration are as follows:

1. Before you arrive, decide which courses you want to take.
2. Complete your trial schedule/registration form. Be prepared and read the Troy University Undergraduate catalog for guidelines. You are ultimately responsible for choosing your courses. Your advisor may only guide you.

Schedules—Please do not sign the trial schedule yourself. Trial Schedules are found on the Troy University Web Page

Student Health—The Mary E. Rich Health Center, located in the basement of Hamil Hall, offers both in-patient and outpatient health care to students. The Health Center employs registered nurses, a physician is on call. Hours of operation are listed in the Troy University Oracle.

Tape Recording—You must get approval from both the faculty and students in a class in order to tape a class. Faculty and students have the right to refuse to allow a class to be taped.

Writing Center—The Writing Center is available to Troy University students for improving writing skills. Tutors are assigned on a one-to-one basis. Audiovisuals, learning modules, and computers are utilized to promote skills acquisition. Mrs. Eleanor Lee is the Coordinator. The Writing Center is located in Eldridge Hall.

Appendix C

Emergency Action Plans (EAP)

- Emergency Action Plan
- Baseball
- Basketball/Volleyball
- Tine Davis Field House
- Eldridge Hall Athletic Training Room
- Football Stadium
- Football Practice Field
- Golf Course
- Softball Complex
- Track/Field and Soccer Complex
- The Strength and Conditioning Wt. Room
- Tennis Complex
- Track and Field Complex
- Rodeo Complex
- Charles Henderson High School
- Rehab Associates
- Dr. Howard's Office
- Dr. Blackman's Office
- Family Eye Center
- Pike Radiology & Advanced Surgical Associates
- Troy ENT
- Pike Internal Medicine
- Pike County High School
- Zion Chapel high School
- Crenshaw Christian Academy
- Pike Liberal Arts School
- Goshen High School
- Brantley High School
- Elba High School
- Luverne High School

NOTE: All students have been given copies of the EAPs to be taken with them to their clinical rotations. It is the student's responsibility to make sure that they have their EAP at all venues.

Troy University Athletic Training Emergency Action Plan

Emergency Policies and Procedures

Emergency Action Plan

Definition: Situations that are considered life threatening include those that require cardiopulmonary resuscitation (i.e. obstructed airway, the athlete is not breathing with or without circulation, or they have been or are unconscious), profuse bleeding, and shock (Arnheim, 323).

Procedure:

1. According to the American Red Cross, an individual, or in this case the certified athletic trainer/coach/athletic training student, should **check** the scene for safety.
2. Next, the certified athletic trainer/coach/athletic training student should determine if more than one athlete is involved, which individual needs immediate care. (Example- An athlete who is not breathing needs care before one who has sustained an open compound fracture of the lower leg.)
3. Next, an initial survey should be performed to determine the seriousness of the situation. If the certified athletic trainer/coach/athletic training student determines that there is a potential medical emergency as depicted by the American Red Cross, then the designated coach, athletic training student, or bystander, should be sent to **call 911** or the local EMS. Another individual or athletic training student should be sent to the emergency entrance to meet the ambulance. This individual escorts the EMTs to the injured athlete.

The American Red Cross states that 911 should be called if the athlete....

1. Is or becomes unconscious
2. Is having trouble breathing, or is not breathing
3. Is having chest pain or pressure
4. Is bleeding severely
5. Has pressure/pain in the abdomen that doesn't go away
6. Is vomiting or passing blood
7. Is having seizures, a severe headache or slurred speech
8. Appears to have been poisoned
9. Has injured their head, neck, or back
10. Has possible broken bones (for coaches & athletic training students)

Make sure that the person sent to call 911 is prepared to give dispatcher the following information.

1. The exact location and address of the athlete.
2. The telephone number from which the call is being made
3. The caller's name
4. What happened to the athlete if it is known
5. How many people are involved in the accident
6. The condition of the athlete(s).
 - a. Unconscious
 - b. Chest pain
 - c. Bleeding severely
7. What help is being given

Do not hang up until the dispatcher tells you it is "O.K." to do so.

4. Once EMS has been activated the person sent to call 911 should now contact university police to notify them of the situation. **University Police- 670-3215 or 670-1999**
5. After someone has been sent to call 911, the certified athletic trainer/coach/athletic training student should initiate or continue care until help arrives. Certified Athletic Trainers and Athletic Training Students providing **care** should be certified in CPR for Professional Rescuer and Health Care Provider

with AED. Coaches and other bystanders may or may not be CPR certified and will act as Lay Responders in an emergency situation.

6. **The care will depend upon the situation and what is found during the initial evaluation. If available and the situation dictates, the AED may be utilized.**
7. Once the ambulance has arrived, the athletic training student will accompany the athlete to the hospital. **The certified athletic trainer is to remain at the game site until the session is concluded.**
 - a. **If the parent is at the event and they would like to accompany their child, then the athletic training student will meet the ambulance at the hospital.**
 - b. **If there is not an athletic training student or parent present at the event/practice then an assistant coach will accompany the athlete to the hospital.**
8. Following the conclusion of the event, the certified athletic trainer will go to the hospital to check on the athlete.
9. If the certified athletic trainer/coach/athletic training student determines that the injury is minor, not potentially life threatening according to the American Red Cross, then the type of assistance and first aid given to the injured athlete from the field/court will depend on the injury suspected or suffered.

Approved by: _____ Medical Director Date: ___ / ___ / ___

Approved by: _____ Head Athletic Trainer Date: ___ / ___ / ___

**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - BASEBALL**

EMERGENCY COMMUNICATIONS:

Phone

Mobile phones will be the main source of communication to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

The emergency land line phone for this venue on game day is located in the Chase/Riddle Field Press Box. The dugout phones may be used to call the press box (670-5701), where EMS may be summons by dialing **9-911** or by contacting Care Ambulance Service directly at **9-566-6604** or Haynes Ambulance at **9-566-0518**. The phones in the baseball coaches' offices may be used to contact EMS (670-3489, 670-3333, & 670-5705).

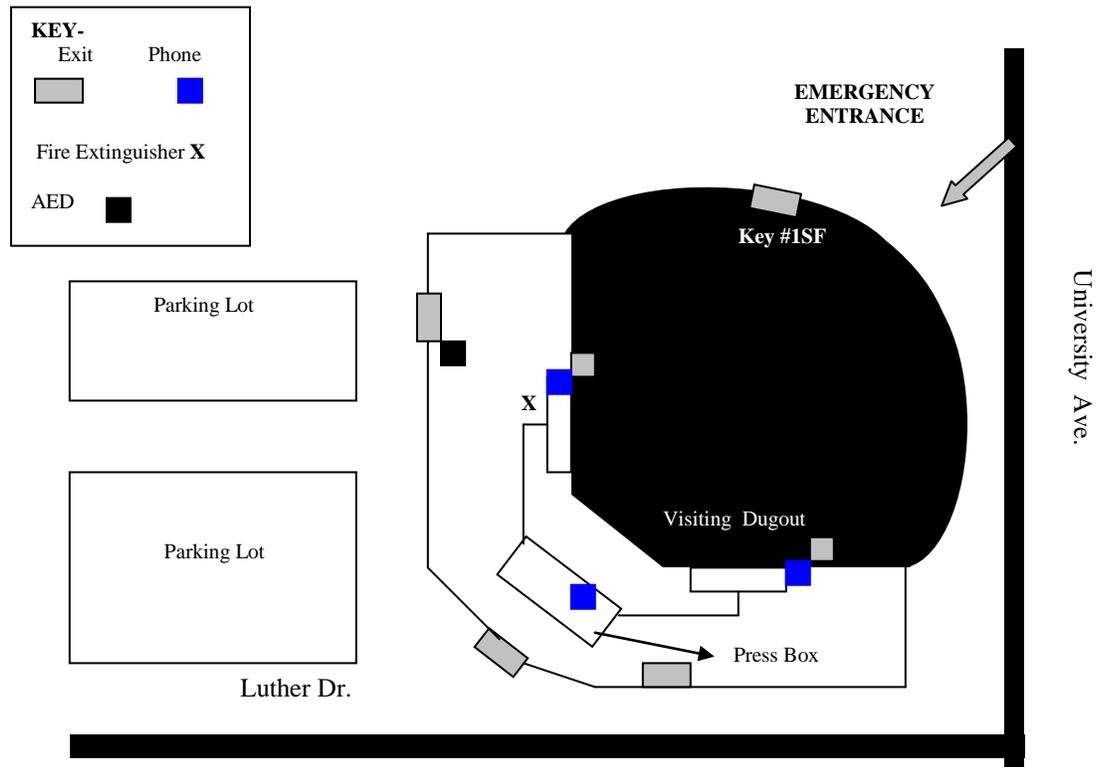
EMERGENCY EQUIPMENT:

The AED and vacuum splint bag will be located in the Satellite Athletic Training Room at Chase/Riddle Field. During events they will be located in the home dugout.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on University Avenue. Chase/Riddle Field is located on right. Unless otherwise designated, the emergency entrance to the baseball field is the centerfield gate located to the right of the scoreboard on University Avenue. The **1SF** key the gate to allow the ambulance to enter the field.

THE BASEBALL STADIUM AT CHASE/RIDDLE FIELD



**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - BASKETBALL & VOLLEYBALL**

EMERGENCY COMMUNICATIONS:

Phone

Mobile phones will be the main source of communication to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

The emergency land line phone for this venue on game day is located in the coaches' offices and may be used to contact EMS (670-3688, 670-3926 & 670-3685) by dialing **9-911** or by contacting Care Ambulance Service directly at **9-566-6604** or Haynes Ambulance at **9-566-0518**. The individual sports will have the keys to their offices.

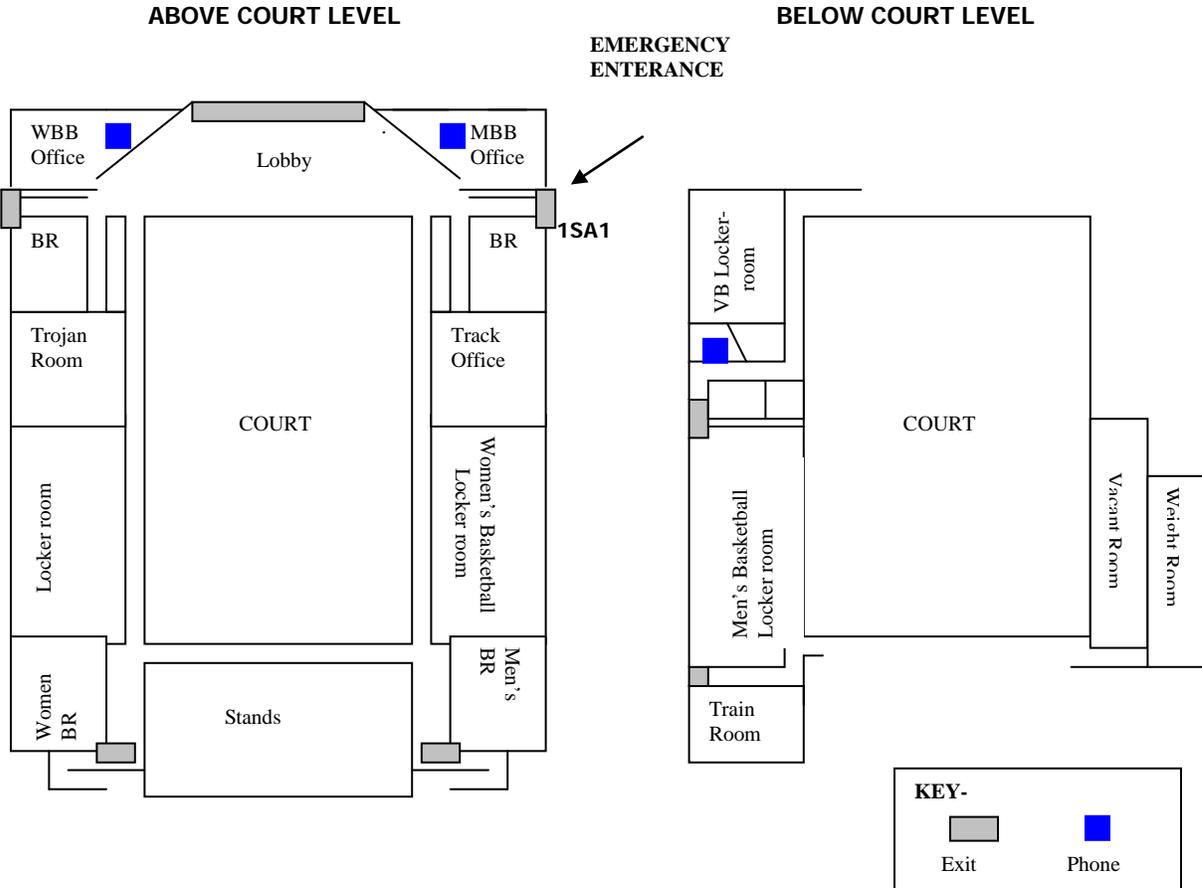
EMERGENCY EQUIPMENT:

The AED and vacuum splint bag will be located in the Satellite Athletic Training Room in Trojan Arena. During events they will be located on the home bench.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on Collegedale Avenue. The Trojan Arena is the first building on the right side of the road just beyond the parking lot. Unless otherwise noted, the emergency entrance to the Trojan Arena is the side door leading to the parking lot. Instruct the ambulance to pull up onto the grass to the door. The **1SA1** key opens the outside doors of the Trojan Arena.

TROJAN ARENA AT SARTAIN HALL



**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - FOOTBALL PRACTICE FIELDS**

EMERGENCY COMMUNICATIONS:

Phone

Mobile phones will be the main source of communication to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

The emergency phone in the Davis Field House is located downstairs in the satellite training room (ext. **3492**). This phone may be used to summons EMS in case of an emergency by dialing **9-911** or by contacting Care Ambulance Service directly at **9-566-6604**, Haynes Ambulance of Troy directly at **334-566-0518**, and/or University Police at **334-670-1999**. **1SN1** will open the Davis Field House Athletic Training Room door and **1SA1** will open the Davis Field House.

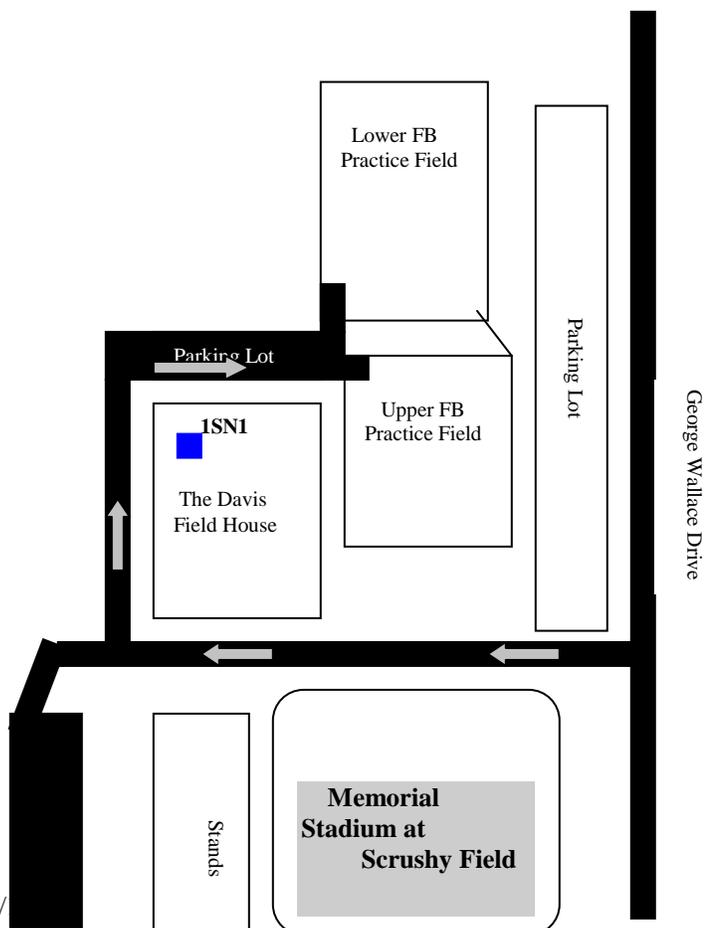
EMERGENCY EQUIPMENT:

The AED and vacuum splint bag will be located in the Satellite Athletic Training Room in The Davis Field House. During practice the AED and vacuum splint bag will be located on the practice field or in the golf cart.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on the access road just past the football stadium. Turn right on the access road that runs along the backside of the field house. This road will loop around to the parking lot that leads to the football practice fields. Make sure that a designated individual is positioned to direct the ambulance to the appropriate field.

FOOTBALL PRACTICE FIELDS AT THE DAVIS FIELD HOUSE



**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - FOOTBALL**

EMERGENCY COMMUNICATIONS:

Phone

Mobile phones will be the main source of communication to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

The emergency phone in the Davis Field House is located downstairs in the satellite training room (ext. **3492**). This phone may be used to summons EMS in case of an emergency by dialing **9-911**, by contacting Care Ambulance Service directly at **9-566-6604**, Haynes Ambulance of Troy directly at **334-566-0518**, and/or University Police at **334-670-1999**. **1SN1** will open the Davis Field House Athletic Training Room door and **1SA1** will opens the Davis Field House.

EMERGENCY EQUIPMENT:

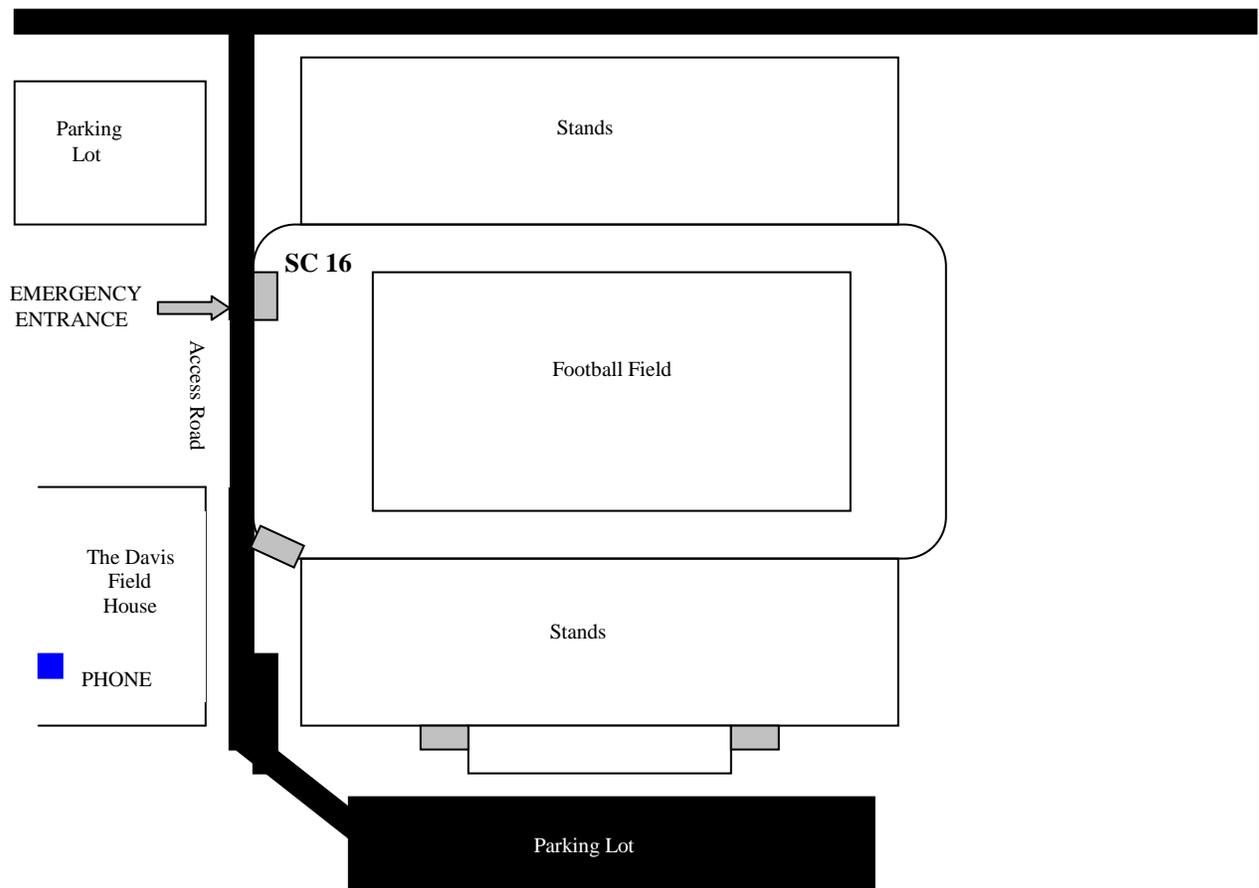
The AED and vacuum splint bag will be located in the Satellite Athletic Training Room in Trojan Arena. During events they will be located on the home bench.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on the access road just past Memorial Stadium on the Troy University campus. The first gate on the left is the emergency entrance to the field. **SC 16** is the key used to open the gate to allow the ambulance to enter the field.

Movie Gallery Stadium

George Wallace Drive



**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - THE DAVIS FIELD HOUSE ATHLETIC TRAINING ROOM**

EMERGENCY COMMUNICATIONS:

Phone

The emergency phone in the Davis Field House is located downstairs in the satellite training room (ext. **3492**). This phone may be used to summons EMS in case of an emergency by dialing **9-911** or by contacting Care Ambulance Service directly at **9-566-6604**. **1SN1** will open the Davis Field House Athletic Training Room door. **1SA1** will open the Davis Field House.

Mobile phones may also be used to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

EMERGENCY EQUIPMENT:

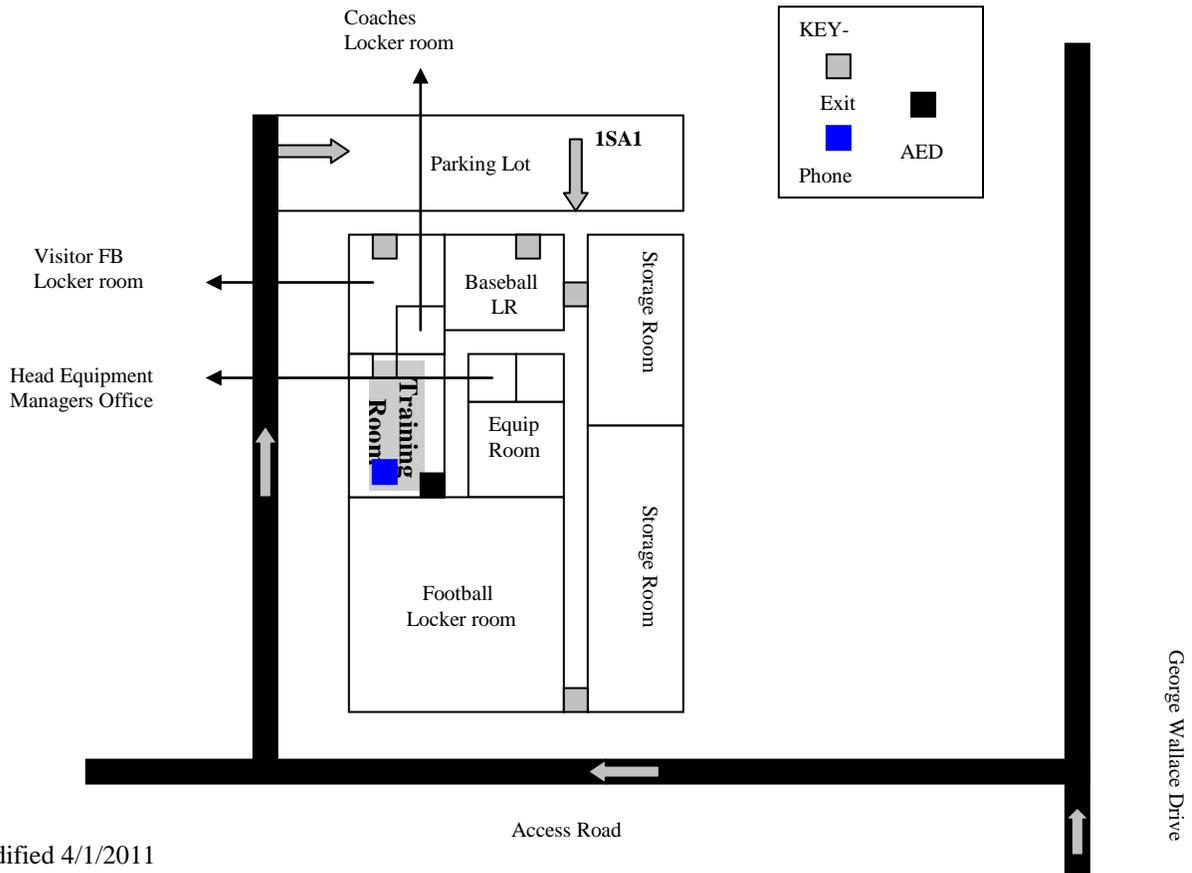
The AED and vacuum splint bag will be located in the Satellite Athletic Training Room in The Davis Field House. During events and practice they will be located on the field.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on the access road just past the football stadium. Turn right on the access road that runs along the backside of the field house. This road will loop around to the parking lot that leads to the football practice fields. Enter the Davis Field House through the double doors on the ground level and take the first right. Follow that hallway and take the next left. The athletic training room is the first door on the right.

THE DAVIS FIELD HOUSE ATHLETIC COMPLEX

GROUND LEVEL



**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - THE STRENGTH & CONDITIONING WEIGHT ROOM**

EMERGENCY COMMUNICATIONS:

Phone

The emergency phone in the weight room is located in the strength & conditioning coaches' office (ext. **5711 & 5712**). If the coaches' offices are unavailable then the phone in the Stadium Tower Athletic Training Room (ext. **3720**) on the second floor may be used. **1SQ1** unlocks the athletic training room. These phones may be used to summons EMS in case of an emergency by dialing **9-911** or by contacting Care Ambulance Service directly at **9-566-6604**, or Haynes Ambulance at **9-566-0518**.

Mobile phones may also be used to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance at **334-566-0518**, for University Police **334-670-1999**, and/or **911**.

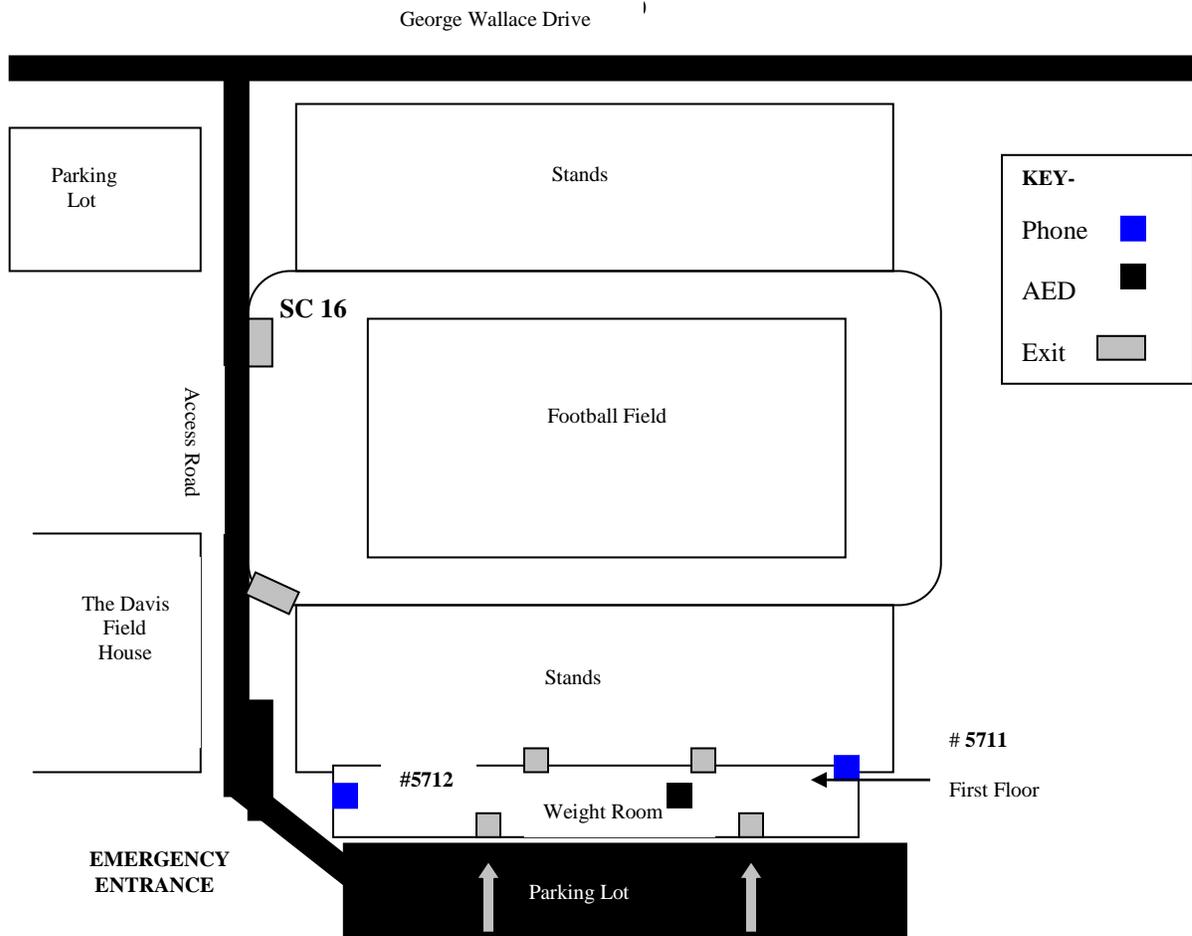
EMERGENCY EQUIPMENT:

An AED is located in the Strength & Conditioning Weight Room in the hallway just past the cardiovascular equipment.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on the access road just past the football stadium. Turn right on the access road and follow it around to the backside of the stadium. The entrance to the weight room is the glass doors closest to the baseball field.

THE STADIUM TOWER STRENGTH AND CONDITIONING WEIGHT ROOM



Modified 4/1/2011

**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - SOFTBALL**

EMERGENCY COMMUNICATIONS:

Phone

Mobile phones will be the main source of communication to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

The emergency land line phone for this venue is located in the press box. EMS may be summons in case of an emergency by dialing **9-911**, by contacting Care Ambulance Service directly at **9-566-6604**, or Haynes Ambulance of Troy at **334-566-0518** from the coaches' offices (**3446**).

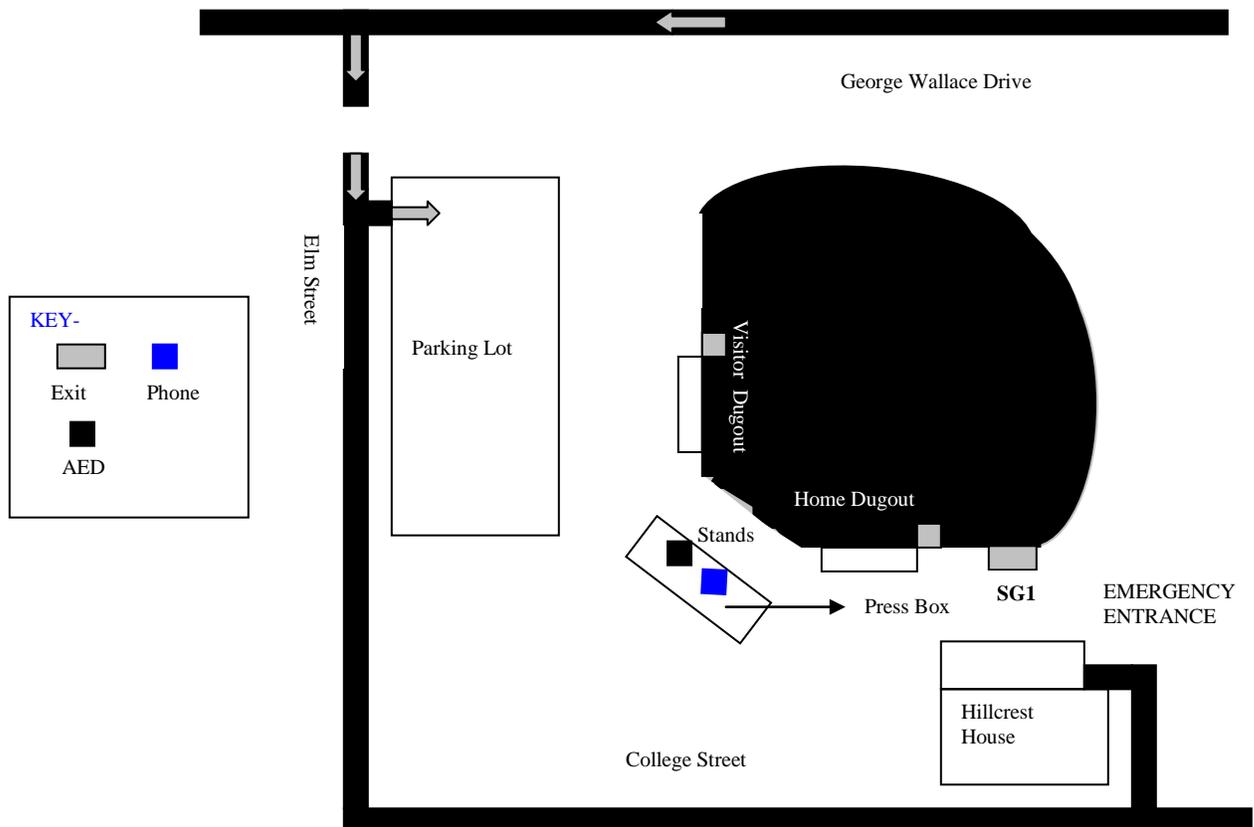
EMERGENCY EQUIPMENT:

The AED and vacuum splint bag will be located in the locker room at the Softball Complex. During events they will be located on the home Dugout. In the off season the AED will be housed in the Stadium Tower Athletic Training Room.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on Elm Street. Take the first left at the red light on College Dr. and then turn left at the Hillcrest House leading to the back parking lot. The ambulance may enter the field by following the dirt road the goes behind the batting cage and which is located in the right field/first base corner. The **SG1** key will open this gate.

THE SOFTBALL COMPLEX



**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - TRACK & FIELD / SOCCER**

EMERGENCY COMMUNICATIONS:

Phone

Mobile phones will be the main source of communication to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

The emergency land line phone is in the Soccer Coaches offices located at the field (**5758** or **5653**) or the University Police Station (**670-3215**) that is located across the street from the soccer/track complex in Hamil Hall. These phones may be used to summons EMS in case of an emergency by dialing **9-911** or by contacting Care Ambulance Service directly at **9-566-6604** or Haynes Ambulance of Troy at **9-566-0518**. **1SA1** is the key that opens the emergency gate by the soccer field house.

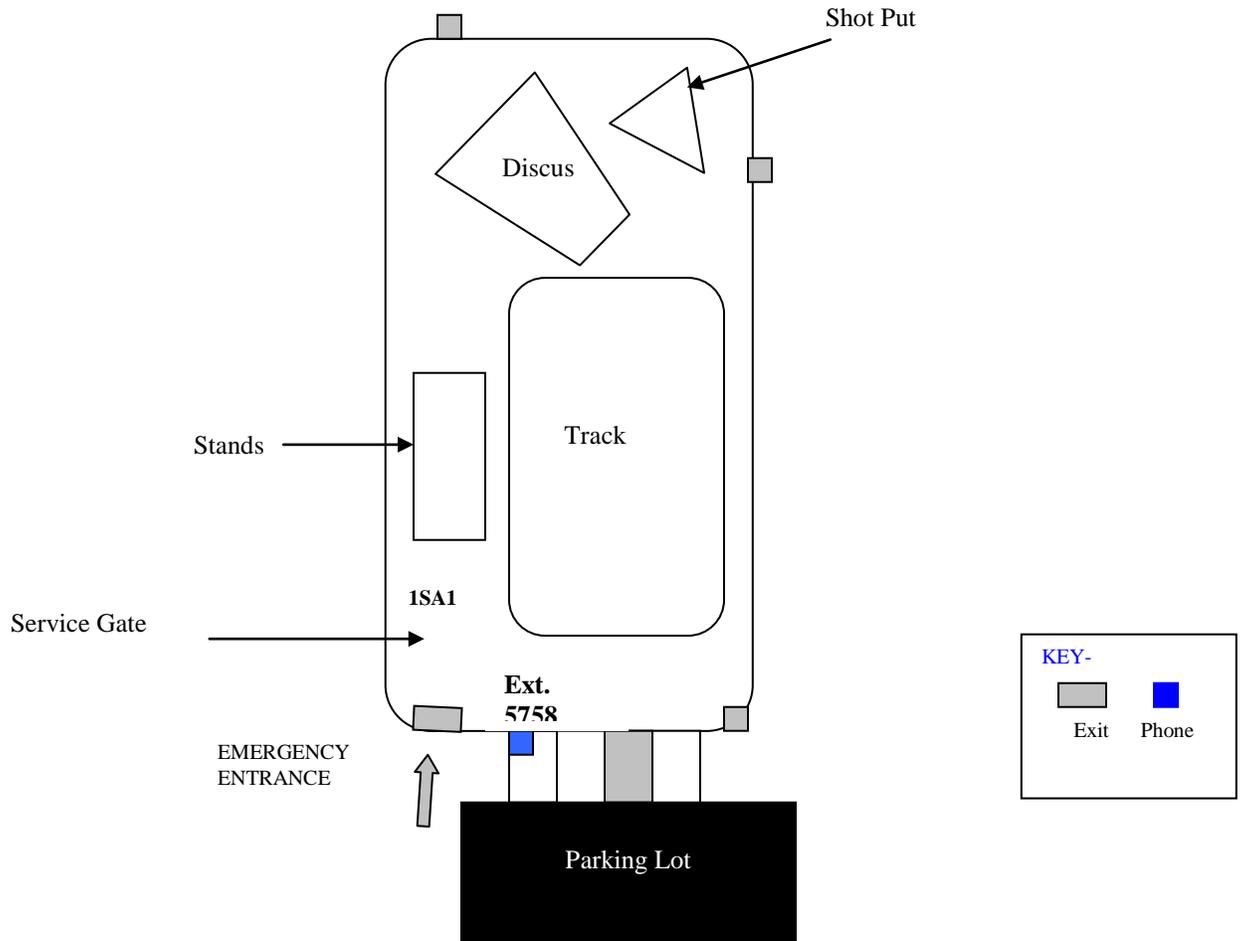
EMERGENCY EQUIPMENT:

The AED and vacuum splint bag will be housed in the Stadium Tower Athletic Training Room transported to the field for all practices and events.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on University Avenue. Turn at the first right onto Luther Drive. As the road curves to the left in front of the golf course, the emergency entrance is the access road on the right just beyond the power plant building.

THE TRACK AND FIELD COMPLEX



**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - GOLF**

EMERGENCY COMMUNICATIONS:

Phone

Mobile phones will be the main source of communication to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

The emergency phone at the Trojan Oaks Golf Course is located in the clubhouse next to the practice putting green. The number to the Trojan Oaks Clubhouse is **334-670-3377**. In the event that the clubhouse is closed, the individual coaches have the keys to their offices and may make the call from there. These phones may be used to summons EMS in case of an emergency by dialing **9-911**, by contacting Care Ambulance Service directly at **9-566-6604**, or Haynes Ambulance at **9-566-0518**.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on University Avenue. Turn at the first right onto Luther Drive. Pull into the parking lot on the right just beyond the baseball stadium. The Trojan Oaks Clubhouse is located at the far end of the parking lot by the practice putting green.

**TROY UNIVERSITY ATHLETIC TRAINING
EMERGENCY ACTION PLAN - RODEO**

EMERGENCY COMMUNICATIONS:

Phone

There is not an emergency landline phone at the Rodeo Arena that is accessible to the medical staff. The coach's residence has a phone that may be used to summons EMS if available. It is important that the athletic trainer/coach have a mobile phone if possible. EMS may be summons by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

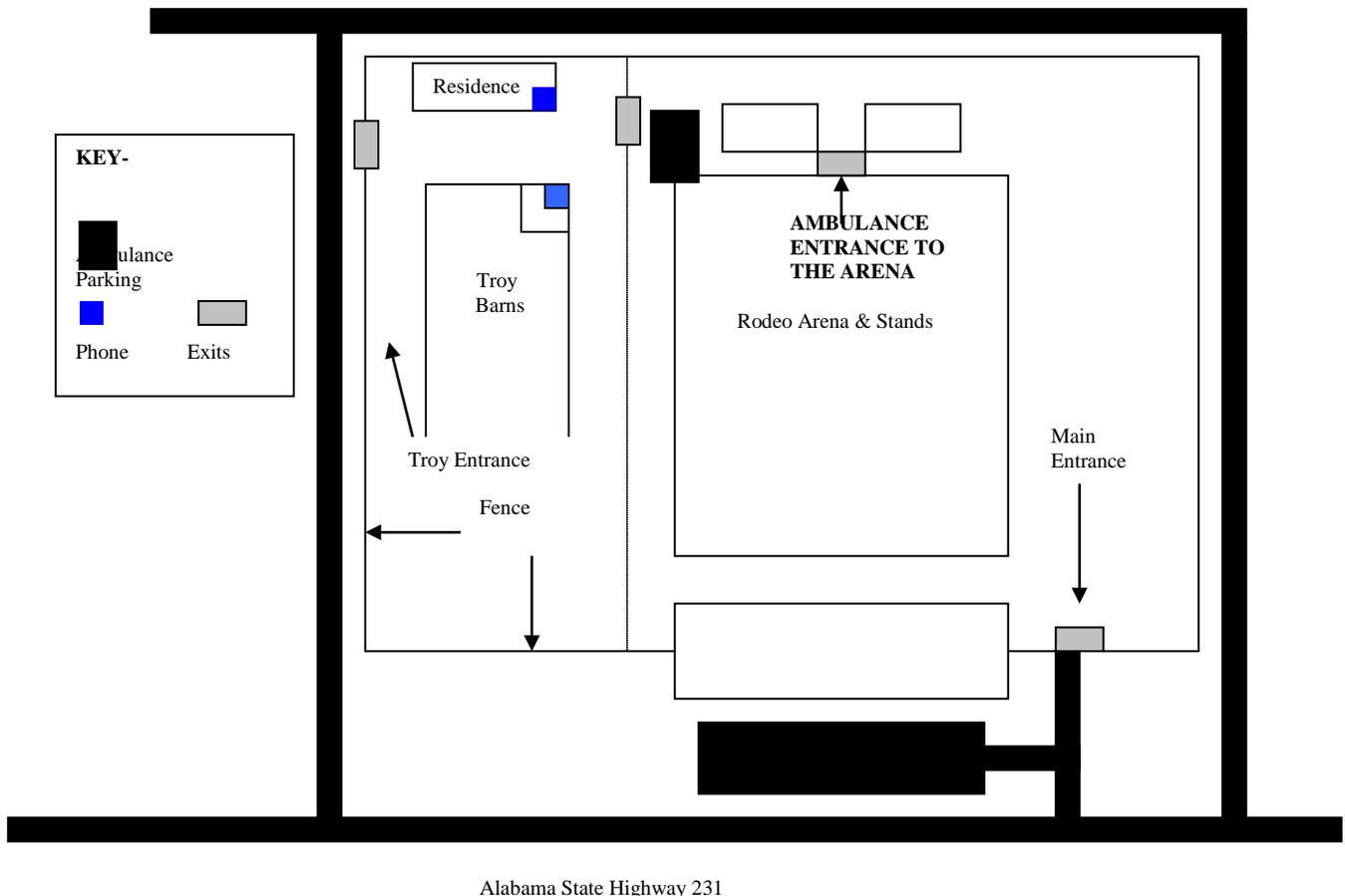
EMERGENCY EQUIPMENT:

The AED and vacuum splint bag will be transported to the Rodeo Complex each day with the Certified Athletic Trainer.

DIRECTIONS:

From George Wallace Drive turn left on State Highway 231 South. Just past mile marker 174 the rodeo arena will be located on the left. The Troy University entrance is located on the north side of the rodeo complex, which is Pike County Road. During events the ambulance may enter the main ticket gate.

THE RODEO COMPLEX



TROY UNIVERSITY ATHLETIC TRAINING

EMERGENCY ACTION PLAN - TENNIS

EMERGENCY COMMUNICATIONS:

Phone

Mobile phones will be the main source of communication to summons EMS by contacting Care Ambulance Service directly at **334-566-6604**, Haynes Ambulance of Troy at **334-566-0518**, University Police at **334-670-1999**, and/or **911**.

The emergency phone at the tennis complex is located in the clubhouse located closest to the parking lot (ext. **3649**). This phone may be used to summons EMS in case of an emergency by dialing **9-911** or by contacting Care Ambulance Service directly at **9-566-6604**. The coaches have the keys to the clubhouse-.

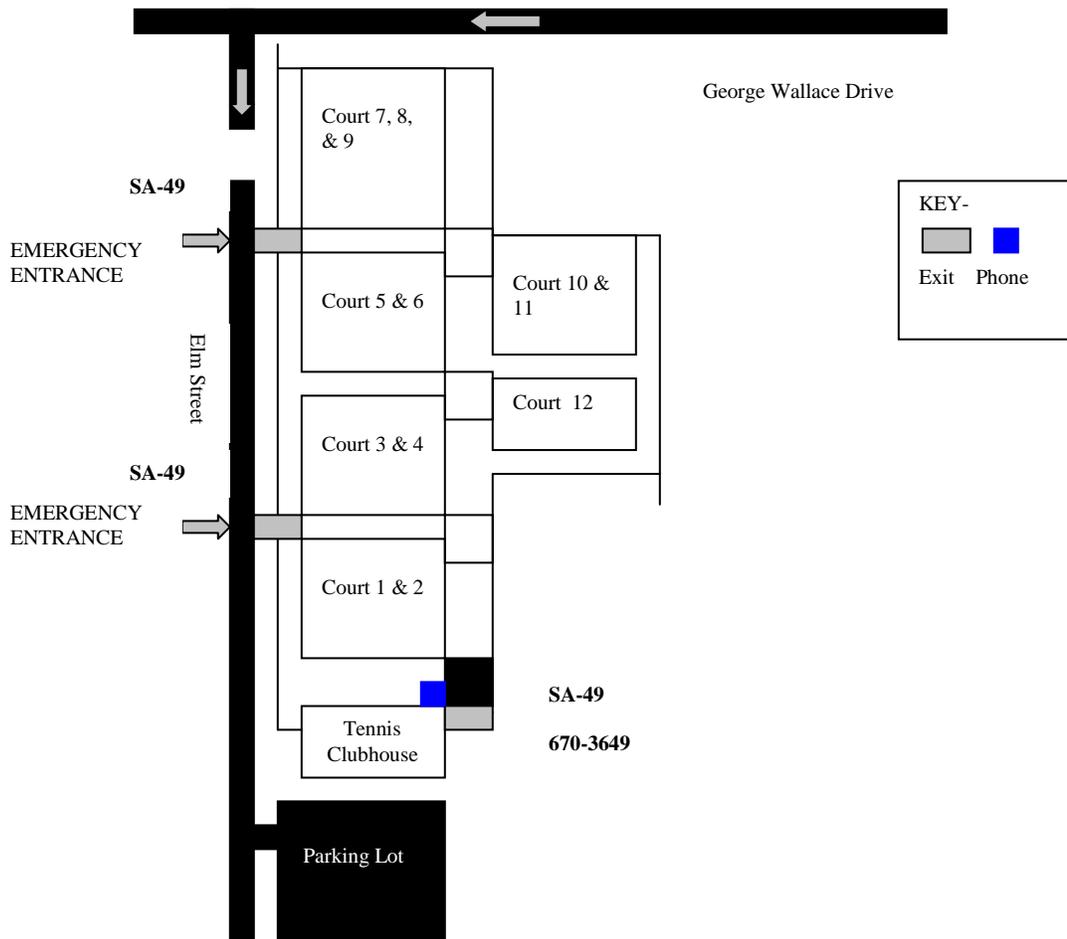
EMERGENCY EQUIPMENT:

The AED and vacuum splint bag will be transported to the Tennis Complex for all matches.

DIRECTIONS:

Coming from Alabama State Highway 231 on George Wallace Drive turn left on Elm Street. Take the first right into the parking lot located just beyond the tennis courts. The ambulance may enter the courts in case of emergency by pulling up to the court and entering through the gate on each court. The **SA-49** key will open the gates.

TENNIS COMPLEX



3.3 Cardiopulmonary Resuscitation for the Professional Rescuer

3.3.1 Certification Requirements

Troy University Athletic Training personnel must maintain a current certification in CPR for the Professional Rescuer / AED from the American Red Cross or American Heart Association. A copy of the certification card will be kept on file. Athletic Training students will file the copy of their certification card in their file folders in the Athletic Training Curriculum office.

3.3.3 Provisions to Coordinate with Local EMS

In the event of a cardiopulmonary emergency, the 911 emergency system should be activated as quickly as possible. The first responder should provide initial care as appropriate to the situation and coordinate with other emergency medical service providers upon their arrival in the provision of CPR, defibrillation, basic life support, and advanced life support. In cases of using a cell phone to contact the local EMS providers the number of the ambulance company may be called directly versus dialing 911.

3.3.4 Procedures for Training and Testing in the Use of the AED

Personnel using the AED must complete a training session each year, to include instruction in:

- The proper use, maintenance, and periodic inspection of the AED.
- Defibrillation safety precautions to enable the user to administer a shock without jeopardizing the safety of the patient, the user, or other individuals.
- Assessment of an unconscious person to determine if cardiac arrest has occurred and the appropriateness of applying an AED.
- Recognizing that an electrical shock has been delivered to the patient and that the defibrillator is no longer charged.
- Rapid, accurate assessment of the patient's post-shock status to determine if further activation of the AED is necessary.
- The operations of local emergency medical services system, including method of access to the emergency response system, and interaction with emergency medical services personnel.
- The role of the user and coordination with other emergency medical service providers in the provision of CPR, defibrillation, basic life support, and advanced life support.
- The responsibility of the user to continue care until the arrival of medically qualified personnel.

3.3.5 Medical Control Reporting and Incident Review

The AED digitally records patient data, including ECG rhythm and delivered shocks. A digital audio recording of scene activity is available. Recorded data may be transferred by direct connection to a printer or computer or by modem to a remote computer.

Following an incident of application, the data will be downloaded from the AED and reviewed by the medical director. In addition, a report detailing the emergency scene and treatment will be documented in writing.

Appendix A: ARC CPR for Professional Rescuer and Healthcare Provider: Initial Assessment

Remember: Always size up the scene before the initial assessment. Determine the scene safety, mechanism of injury and number of victims. Put on the appropriate personal protective equipment and call for additional help if necessary.

Step 1: Tap the victim's shoulder and shout "Are you okay?"

Step 2: If no response, summon advanced medical personnel.

NOTE: If victim is prone, roll the victim onto his or her back, while supporting the head and neck.

Step 3: Check for signs of life (movement and normal breathing).

- Tilt the head back and lift the chin to open the airway. If head/back/neck injury is suspected, use the jaw thrust maneuver.
- Look for movement and look, listen and feel for normal breathing for no more than 10 seconds.

NOTE:

- Irregular, gasping or shallow breathing is not normal breathing.
- Do not tilt a child's head back as far as an adult's. Tilt child's head only slightly past neutral position.

Step 4: If there is no movement or breathing, give 2 rescue breaths.

- Assemble and position the resuscitation mask.
- Use appropriate maneuver to open airway (head tilt/chin lift or jaw thrust)
- Each breath should last about 1 second and make the chest clearly rise.

Step 5: If the chest clearly rises, check for a pulse for no more than 10 seconds.

- Adult and child – carotid artery

Step 6: Quickly scan the victim for severe bleeding.

What to do -

- If there is movement, breathing, and a pulse but the victim is unconscious, place the victim in a recovery position. It may be necessary to modify recovery position to HAINES (High Arm IN Endangered Spine) position if spinal injury is suspected.
- If your first 2 rescue breaths do not make the chest clearly rise, go to Unconscious Choking (Appendix H).
- If there is a pulse, but no movement or breathing, give Rescue Breathing (Appendix C).
- If there is no movement, breathing, or pulse, perform CPR (Appendix D).

Appendix B: ARC CPR for Professional Rescuer and Healthcare Provider: Using a Resuscitation Mask for Rescue Breathing

Step 1: Assemble the mask.

- Attach the one-way valve to the resuscitation mask.

Step 2: Position the mask.

- Kneel behind or to the side of the victim's head and place the rim of the mask between the lower lip and chin. Lower the resuscitation mask until it covers the victim's mouth and nose.

Step 3: Seal the mask and open the victim's airway.

- **From the back of the victim's head-**
 - Place your thumbs along each side of the resuscitation mask.
 - Slide your fingers into position behind the angles of the victim's jawbone.
 - Apply downward pressure with your thumbs.
 - Lift the jaw and tilt the head back to open the airway. If spinal injury is suspected, use jaw thrust maneuver instead of head-tilt/chin-lift.
- **From the side of the victim's head- (should not be used if spinal injury is suspected)**
 - With your top hand, place your thumb and fingers around the top of the resuscitation mask.
 - With your other hand, slide our first two fingers into position on the bony part of the victim's chin.
 - Apply downward pressure with your top hand and the thumb of your lower hand to seal the top and the bottom of the resuscitation mask.
 - Lift the chin and tilt the head back to open the airway.

Step 4: Check for a pulse. If there is a pulse, but no movement or breathing, begin Rescue Breathing (Appendix C).

Jaw Thrust Maneuver Technique for victim with a suspected spinal injury:

- Position the mask.
- Place your thumbs along each side of the resuscitation mask.
- Slide your fingers into position behind the angles of the victim's jawbone.
- Without moving the victim's head, apply downward pressure with your thumbs and lift the jaw to open the airway.
- If the jaw-thrust maneuver does not open the airway, use the head-tilt/chin-lift technique to open the airway.

Appendix C: ARC CPR for Professional Rescuer and Healthcare Provider: Rescue Breathing Adult

After Initial Assessment is completed, and it is determined there is a pulse, but no movement or breathing:

Step 1: Give 1 breath every 5 seconds.

- Position the resuscitation mask.
- Use appropriate maneuver to open airway (head-tilt/chin-lift or jaw-thrust maneuver)
- Breathe into mask.
- Each rescue breath should last about 1 second and make the chest clearly rise.

Step 2: Continue to give 1 rescue breath about every 5 seconds for 2 minutes.

Step 3: Remove the resuscitation mask, look for movement and recheck for breathing and a pulse for no more than 10 seconds.

What to do –

- If there is a pulse, but still no movement or breathing, continue rescue breathing and recheck for signs of life about every 2 minutes.
- If there is movement, breathing and a pulse but the victim is unconscious, place the victim in a recovery position. It may be necessary to modify recovery position to HAINES (High Arm IN Endangered Spine) position if spinal injury is suspected.
- If there is no movement, breathing or a pulse, perform CPR (Appendix D).

Appendix D: ARC CPR for Professional Rescuer and Healthcare Provider: CPR Adult

After Initial Assessment is completed, and it is determined there is no movement, breathing, or pulse:

Step 1: Find correct hand position to give compressions.

- Place the heel of one hand on the center of the chest.
- Place the other hand on top.

Step 2: Give 30 compressions.

- Compress the chest 1 ½ to 2 inches.
- Let the chest fully recoil to its normal position after each compression.
- Compress at a rate of about 100 compressions per minute.

Step 3: Replace the resuscitation mask and give 2 rescue breaths.

- Each rescue breath should last about 1 second.
- Give rescue breaths that make the chest clearly rise.

Step 4: Do cycles of 30 compressions and 2 rescue breaths.

Continue CPR until-

- Another trained rescuer arrives to assist or take over (Appendix E).
- An AED is available and ready to use (Appendix I).
- You are too exhausted to continue.
- The scene becomes unsafe.
- You notice an obvious sign of life.

Additional tips:

- Keep your fingers off the chest when giving compressions.
- Use your body weight, not your arms, to compress the chest.
- Position your shoulders over your hands with your elbow locked.
- Counting out loud helps keep an even pace.

Appendix E: ARC CPR for Professional Rescuer and Healthcare Provider: Two Rescuer CPR Adult

After Initial Assessment is completed, and it is determined there is no movement, breathing, or pulse and another trained rescuer is available and willing to help:

Step 1: Rescuer 2 finds the correct hand position to give compressions.

- Places the heel of one hand on the center of the chest.
- Places the other hand on top.

Step 2: Rescuer 2 gives 30 chest compressions when Rescuer 1 says "Victim had no pulse. Begin CPR."

- Lets the chest fully recoil to its normal position after each compression.
- Compress at a rate of about 100 compressions per minute.

Step 3: Rescuer 1 replaces mask and gives 2 rescue breaths.

- Each rescue breath should last about 1 second.
- Gives rescue breaths that make the chest clearly rise.

Step 4: Do about 2 minutes of compressions and breaths.

- Cycles of 30 compressions and 2 rescue breaths.

Step 5: Change positions.

- Rescuer 2 calls for a position change by using the word 'CHANGE' at the end of the last compressions cycle.
- Rescuer 1 gives 2 rescue breaths.
- Rescuer 2 moves to the victim's head with his or her own mask.
- Rescuer 1 moves into position at the victim's chest and locates correct hand position on the victim's chest.
- Changing positions should take less than 5 seconds.

Step 6: Rescuer 1 gives chest compressions.

Continue CPR until-

- Another trained rescuer arrives to assist or take over.
- An AED is available and ready to use (Appendix I or J).
- You are too exhausted to continue.
- The scene becomes unsafe.
- You notice an obvious sign of life.

Appendix F: ARC CPR for Professional Rescuer and Healthcare Provider: Using a Bag-Valve-Mask Resuscitator: Two Rescuers

Rescuer 1 performs the Initial Assessment and it is determined there is no movement, breathing or a pulse, and Rescuer 2 arrives and assists.

Step 1: Rescuer 2 arrives and assembles the bag-valve-mask resuscitator (BVM).

Step 2: Rescuer 1 kneels behind the victims' head and puts the mask over the victim's mouth and nose.

Step 3: Rescuer 1 seals the mask and opens the airway.

- Place your thumbs along each side of the mask.
- Slide your fingers behind the angles of the jawbone.
- Push down on the mask with your thumbs, lift the jaw and tilt the head back.

Step 4: Rescuer 2 begins ventilations.

- Squeeze the bag slowly for about 1 second using just enough force to make the chest clearly rise with each ventilation.
- Give 1 ventilation about every 5 seconds for an adult.
- Do this for about 2 minutes.

Step 5: Remove the BVM, look for movement and recheck for breathing and a pulse for no longer than 10 seconds.

What to do –

- If there is a pulse, but still no movement or breathing, replace the BVM and continue ventilations, rechecking for movement, breathing and a pulse about every 2 minutes.
- If there is movement, breathing and a pulse place the victim in a recovery position. It may be necessary to modify recovery position to HAINES (High Arm IN Endangered Spine) position if spinal injury is suspected.
- If there is no movement, breathing or pulse, perform CPR (Appendix D)

Appendix G: ARC CPR for Professional Rescuer and Healthcare Provider: Conscious Choking Adult & Child

Remember: If a parent or guardian is present, obtain consent before caring for a conscious choking child. Tell the child's parent or guardian your level of training and the care you are going to provide. If the parent or guardian is not available, consent is implied.

Step 1: Ask the victim "Are you choking?"

- Identify yourself and ask if you can help.
- If the victim is coughing forcefully, encourage continued coughing.

Step 2: If the victim cannot cough, speak or breathe, have someone else summon advanced medical personnel.

Step 3: Lean the victim forward and give 5 back blows with the heel of your hand.

- Position yourself slightly behind the victim.
- Provide support by placing one arm diagonally across the chest and lean the victim forward.
- Firmly strike the victim between the shoulder blades with the heel of your hand.
- Each blow is a distinct attempt to dislodge the object.

Step 4: Give 5 abdominal thrusts.

- Adult: Stand behind the victim.
- Child: Stand or kneel behind the victim depending on the child's size. Use less force on a child than you would on an adult.
- Use one hand to find the navel.
- Make a fist with your other hand and place the thumb side of your fist against the middle of the victim's abdomen, just above the navel.
- Grab the fist with your other hand.
- Give quick, upward thrusts. Each thrust should be a distinct attempt to dislodge the object.

Continue giving 5 back blows and 5 abdominal thrusts until –

- The object is forced out.
- The victim begins to breathe or cough forcefully on his or her own.
- The victim becomes unconscious.

What to do-

- If the victim becomes unconscious, go to Unconscious Choking (Appendix H).

Some conscious victims may need chest thrusts instead of abdominal thrusts.

Use chest thrusts if –

- You cannot reach far enough around the victim to give abdominal thrusts.
- The victim is obviously pregnant or known to be pregnant

Appendix H: ARC CPR for Professional Rescuer and Healthcare Provider: Unconscious Choking Adult & Child

After Initial Assessment is completed, and it is determined there is no movement or breathing:

Step 1: If rescue breaths do not make the chest clearly rise, reposition the airway by tilting the head farther back and try 2 rescue breaths again.

- For a child, reposition the airway by re-tilting the child's head and try 2 rescue breaths again.

Step 2: If rescue breaths still do not make the chest clearly rise, give 5 chest thrusts.

- Place the heel of one hand on the center of the chest.
- Place the other hand on top of the first hand and compress the chest 5 times.
- **For an adult**, compress the chest about 1 ½ to 2 inches.
- **For a child**, compress the chest about 1 to 1 ½ inches.
- Each thrust should be a distinct attempt to dislodge the object.
- Compress at a rate of about 100 compressions per minute.

Step 3: Look inside the victim's mouth.

- Grasp the tongue and lower jaw between your thumb and forefinger and lift the jaw.

Step 4: If you see the object, take it out.

- **For an adult**, remove the object with your index finger by sliding the finger along the inside of the cheek, using a hooking motion to sweep the object out.
- **For a child**, remove the object with your little finger by sliding it along the inside of the cheek, using a hooking motion to sweep the object out.

Step 5: Replace the resuscitation mask and give 2 rescue breaths.

What to do –

- If the rescue breaths still do not make the chest clearly rise, Repeat Steps 2-5.
- If the rescue breaths make the chest clearly rise, remove the mask, look for movement, breathing and a pulse for no more than 10 seconds.
- If there is movement, breathing and a pulse, place the victim in a recovery position. It may be necessary to modify recovery position to HAINES (High Arm IN Endangered Spine) position if spinal injury is suspected.
- If there is a pulse, but no movement or breathing, give Rescue Breathing (Appendix C).
- If there is no movement, breathing or pulse, perform CPR (Appendix D).

Appendix I: ARC CPR for Professional Rescuer and Healthcare Provider: Using an AED: Adult

After Initial Assessment is completed, and it is determined there is no movement, breathing or pulse and the AED is immediately available for use:

Step 1: Turn on the AED.

Step 2: Wipe the chest dry and remove any medicated patches that may be present with a gloved hand.

Step 3: Attach the pads.

- Place one pad on the victim's **upper right** chest.
- Place the other pad on the victim's **lower left** side.
- Make sure the pads are not touching.

Step 4: Plug the connector into the AED, if necessary.

Step 5: Make sure that nobody, including you, is touching the victim.

- Look to see the nobody is touching the victim,
- Tell everyone to "stand clear."

Step 6: Push the "ANALYZE" button, if necessary. Let the AED analyze the heart rhythm.

Step 7: If a shock is advised, push the "SHOCK" button.

- Look to see that nobody is touching the victim, including you.
- Tell everyone to "stand clear."

After the shock or if no shock is indicated-

- Give 5 cycles (about 2 minutes) of CPR before analyzing the heart rhythm again.
- If at any time you notice an obvious sign of life, stop CPR and monitor the ABC's.

Appendix J: ARC CPR for Professional Rescuer and Healthcare Provider: Using an AED CPR in Progress

Rescuer 1 performs Initial Assessment and begins CPR upon finding no movement, breathing or pulse. Rescuer 2 arrives with an AED and the AED is ready to use.

Rescuer 2 completes the following steps:

Step 1: Turn on the AED.

Step 2: Wipe the chest dry and remove any medicated patches that may be present with a gloved hand.

Step 3: Attach the pads.

- Place one pad on the victim's **upper right** chest.
- Place the other pad on the victim's **lower left** side.
- Make sure the pads are not touching.

Step 4: Plug the connector into the AED, if necessary.

Step 5: Make sure that nobody, including you, is touching the victim.

- Look to see the nobody is touching the victim,
- Tell everyone to "stand clear."

Step 6: Push the "ANALYZE" button, if necessary. Let the AED analyze the heart rhythm.

Step 7: If a shock is advised, push the "SHOCK" button.

- Look to see that nobody is touching the victim, including you.
- Tell everyone to "stand clear."

After the shock or if no shock is indicated-

- **Rescuer 1** gives 5 cycles (about 2 minutes) of CPR before analyzing the heart rhythm again.
- If at any time you notice an obvious sign of life, stop CPR and monitor the ABC's.

Emergency Plan for Charles Henderson High School Football Stadium Venue

Incident Commander: Hugh Fountain (Athletic Director) Tyrone Black (Assistant Coach) or Administrator on scene

School Street Address: 150 George Wallace Drive Troy, Al. 36081
Phone Number: 334-566-3510
Emergency Phone Numbers: 911 E11S
Fire: 334-566-2540 Police
Poison Control Center 1-800-292-6678
334-566-0500
334-566-0500

Approximate EMS response time: Under 1 minute from Stadium
5 Minutes from School

Emergency Personnel

- Certified athletic trainer (Troy University): Dave Bush
- Student athletic trainer(s) on site: Troy University Student Trainers.
- CPR trained personnel: Hugh Fountain, Tyrone Black
- First Aid certified personnel: Hugh Fountain, Tyrone Black
- Other: Melissa Scarbrough (334-268-2412)-School RSO (Officer Toney -334-372-3309)

Emergency Communication: Hugh Fountain or Administrator on Scene

Fixed telephone line located: Athletic Director Office-High School Gym-334-566-3510 (ext. 5801)

Emergency Equipment: Hugh Fountain, Tyrone Black, or Emergency Medical Services

Supplies/equipment are maintained (where?) Training Kits are carried to practice.

Equipment is kept in the training room of athletic department.

Roles of First Responders:

1. Immediate care of the injured or ill student-athlete
Person(s) responsible: Hugh Fountain / Care Ambulance Service
2. Emergency equipment retrieval:
Person(s) responsible: Assistant Coaches
3. Activation of Emergency Medical System (EMS)
Person(s) responsible: Coach Hugh Fountain / Assistant Coaches
 - a. 911 call (provide name, address, telephone number, number of individuals injured; first aid treatment; specific directions; any other information)
 - b. Notify individuals designated on the emergency contact list;Principal: (David Helms) 334-268-2404
Central Office Personnel: (Jimmy Mathews) 334-268-2407
Parent: On File
Other: (Vice-Principal-Bryon Franklin) 334-268-2418
(Vice-Principal-Cameron Whitlow) 334-268-2411
Direction of EMS to scene

Person(s) responsible: Administrator, Coach, or Designee

- a. Open appropriate gates
- b. Designate individual to "flag down" E11S and direct to scene.
- c. Scene control: Limit scene to first aid providers and move bystanders away from area.

Bus Information-Robert *Lewis-334-268-2413*

Rehab Associates-Physiotherapy Associates**Clinical Policies & Procedures**

Policy #CPP11.1

Section: Disaster and Emergency Preparedness

Subject: Disaster and Emergency Plan,
Procedures & Training**Medical Emergency**

Follow these steps to handle a medical emergency such as cardio-pulmonary arrest or any other major life-threatening trauma.

Step	Who	Action
1	Attending therapist or designated CPR certified employee	Attend to the victim
2	Attending therapist or designated CPR certified employee	Administer First Aid or CPR, as indicated
3	Patient Services Manager or Employee	Call 911
4	Facility Staff Member	Prepare the area and obtain First Aid kit
5	Patient Services Manager	Direct Emergency personnel to the victim
6	Attending therapist or designated CPR certified employee	Transfer authority to the appropriate Fire/Safety official to determine plan of injured or casualties
7	Attending therapist or designated CPR certified employee	Provide the appropriate Fire/Safety official with the patient's pertinent known health information, as requested
8	Attending Therapist	If victim is a patient, contact the referring physician
9	Facility Director	Document incident
10	Facility Director	Notify Group Director and/or Regional Vice President

When evacuation is necessary exit yourself and all patients out the front entrance or rear exit. Meet at the far end of the parking lot closest to HWY 231

**Dr. Howard Dentistry
705 George Wallace Drive
Troy, Alabama 36081**

In the event of an emergency:

1. Activate the EMS system
2. Identify Emergency-Medical, Police, Fire, etc
3. Provide your name and your position within Dentistry office
4. Identify the specifics of the emergency:
 - a. Example: I have a 30 year old female who is choking.
5. Identify the type of care that is being provided:
 - a. Example: Abdominal thrusts are being administered
6. Be able to provide information on the location:
 - a. Example: We are at 705 George Wallace Drive across from Radio Shack and the Family Eye Center. Please use the front door.
7. Remember to stay on the line until the telephone operator has instructed you to hang up.
8. If possible send someone outside to flag down the ambulance and escort them inside

When an evacuation is necessary:

1. Calmly assist patients outside of the building to the sidewalk on George Wallace Drive
2. Exits are located at the main entrance on George Wallace and a second evaluation is located across from the reception area
3. If 911 has not been notified please do so
4. Try to calm patients and wait for emergency personnel to arrive
5. Under no circumstances should you re-enter the building

Dr. Blackmon Family Dentistry

In case of fire:

1. In case of fire, remain calm and assist patients to the nearest exit
2. Please follow evacuation route
3. There are 2 exits in the building; one on each end
4. Move yourself and patients as far away from the building as possible
5. Once everyone is safely removed from the building call 911

In case of a medical emergency:

1. Call 911
2. Office staff or employees should notify dentist of emergency immediately
3. If needed a certified individual should administer CPR or rescue breathing until emergency medical personnel arrive
4. Individuals should follow precautions set forth by OSHA and protect themselves from bloodborne pathogens using gloves and pocket masks

Family Eye Center Emergency Action Plan

In the event of an emergency:

1. The individual making the call 911 and give the physical address 606 George Wallace Dr. Troy, Alabama
2. Identify the type of emergency and the status of the patient
3. Identify the type of emergency care being provided to the patient
4. One of the receptionist staff should go outside to escort EMS to the correct location
5. Maintain the patients Airway, breathing and circulation
6. Gloves are available in all private exam rooms if necessary

When evacuation is necessary:

1. Identify the closest emergency exit
 - a. 2 exits are located at the front of the building and one at the back
2. Make sure all patients have been removed from the private exam rooms always insuring your safety first
3. Have all individuals meet in the front parking lot (one located in back of office and 2 front exits)

Emergency phone numbers:

For Fire, Police and Ambulance call 911

Troy Fire Department: 334-566-5943

Troy Utilities: 34-566-2130

Pike Radiology & Advanced Surgical Associates

Troy Regional Medical Center is protected by a multiplex computerized fire detection and alarm system. The main panel is located in Plant Operations and a remote fire panel read out station is located in the Admitting Area. The facility is 100% totally sprinkled with manual fire alarm boxes and appropriate type fire extinguishers are in readily accessible areas. There are audible and visual alarms maintained I all areas of the hospital. The fire code for Troy Regional Medical Center is as follows:

“Dr. Red and Location: - The code for a fire

Ex. “Dr. Red to ER paged three (3) times”.

“Dr. Orange” is a external emergency

Please note: Do not use the word fire at any time. This could cause panic.

Procedure:

1. Points of Emphasis

- a. Keep duty areas clean and free from non-essential materials and equipment.
- b. Assure that all electrical equipment is checked regularly by an electrician or bio-medical engineer.
- c. Enforce NO SMOKING regulations in specified areas.
- d. Know the location of all fire alarm boxes and know how to operate them.
- e. Know how to operate all fire extinguishers.
- f. Know the location of all emergency escape stairways.
- g. Know and review frequently the hospital’s plans for fire control and evacuation.

Troy Regional Medical Center

Policy/Procedure Title	Fire Plan	Manual Location		EOC
Policy/Procedure #	EOC 6003	Effective	04-05	Page 2 of 5

2. Personnel at a Fire’s Point of Origin

- a. If the fire is in your area, keep calm and do not panic.
- b. Move all patients out of the danger area.
- c. Pull the Fire Alarm; Fire Department will be notified automatically, and the fire response team will respond.
- d. Close all doors and windows; and turn on lights.
- e. Attempt to extinguish the fire using the proper equipment.
- f. Be ready to shut off oxygen valves in fire zone area, if directed by Supervisor and/or Respiratory Therapist.
- g. Keep telephone lines open for emergency calls.
- h. In case of smoke, use wet linen or blankets at the bottom of the doors. Remember, smoke always rises. Therefore, if necessary, get patients and visitors to lie down on floor.
- i. For evacuation, use wheelchairs, stretchers, beds, blankets, etc.
- j. Get visitors to help in evacuations. Call the operator “0”, if more help is needed.
- k. Remain at your stations until otherwise notified, and always keep calm.

3. **In case of an Emergency all students will report to their supervisor for instruction.**

Troy Ear Nose & Throat

1. In case of emergency please remain calm
2. Assist all patients to the nearest unobstructed exit and out of harm's way
 - a. One exit is located at the front of the building
 - b. Two exits are located a the back of the building
3. If evacuation is necessary move to the parking lot facing the hospital for head count
4. The office manager or Dr. will notify emergency personnel by calling 9-1-1
5. Upon exiting the building all interns should refer to their supervisor for further instruction

Pike Internal Medicine

1. If you note an emergency, please tell your clinical supervisor immediately. Emergency personnel can be notified by calling 9-1-1
2. Check all exam rooms and assist any patients to the nearest exit
 - a. Exits are located at the front of the building and back right corner
3. Please do not spend time gathering personal items. Exit the building immediately!
4. Upon exiting the building meet in the parking lot facing HWY 231 closest to the hospital
5. Listen for instructions from your clinical supervisor

**Emergency Action Plan
Pike County High School
552 S. Main Street
Brundidge, Alabama 36010
Football Stadium Venue**

Incident Commander: Dr. Mike Hall Phone: 334-735-2389

EMS 911: Brundidge Fire Department

Emergency Personnel: Red Cross, AED, CPR – Willie Wright, School NP, Certified Athletic Trainer at the scene.

Role of First Responder:
Person(s) responsible: Immediate care of all the injuries or illnesses – NP
ATC, NP at contest

Activation EMS: Dr. Mike Hall Phone: 334-735-2389 (will notify parents)

Direction of EMS to scene:

- A. Person(s) responsible administration, coach or designee.
- B. Designate to “flag down” EMS and direct to scene: scene control limit to First Responder-providers EMS, ATC, RN move by-standers away from the scene

**Emergency Action Plan
Zion Chapel High School
29256 Hwy 87
Jack, Alabama 36346
Football Stadium Venue**

Incident Commander: Mr. Bob Hartwell Phone: 334-897-6275

Approximate response time: 5 minutes

EMS 911: Jack Volunteer Ambulance Department

Emergency Personnel: Red Cross, AED, CPR – Danny Whiddon, School NP, Certified Athletic Trainer at the scene.

Role of First Responder:
Person(s) responsible: Immediate care of all the injuries or illnesses – NP
ATC, NP at contest

Activation EMS: Mr. Bob Hartwell Phone: 334-897-6275 (will notify parents)

Direction of EMS to scene:

- A. Person(s) responsible administration, coach or designee.
- B. Designate to “flag down” EMS and direct to scene: scene control limit to First Responder-providers EMS, ATC, RN move by-standers away from the scene

**Emergency Action Plan
Crenshaw Christian Academy
608 Country Club Road
Luverne, Alabama 36099
Football Stadium Venue
Email: crenshawcougars.org**

Incident Commander: Angela Carpenter Office Phone: 334-897-6275 Ath. Dept. 334-335-5749 ext. 250

Approximate response time: 5 minutes

EMS 911: EMS/Fire Coffee Co. Luverne

Emergency Personnel: Red Cross, AED, CPR certified – Roland Jones, School NP, Certified Athletic Trainer at the scene.

Role of First Responder: Immediate care of all the injuries or illnesses of all student athletes– NP
Person(s) responsible: ATC, NP at contest

Activation EMS: Mr. Roland Jones, AD to notify principal: 334-335-5749(Ms. Carpenter to notify parents)

Direction of EMS to scene:

- A. Person(s) responsible administration, coach or designee.
- B. Open gate
- C. Designate to “flag down” EMS and direct to scene: scene control limit to First Responder-providers EMS, ATC, RN move by-standers away from the scene

**Emergency Action Plan
Pike Liberal Arts School
Highway 231 South
Troy, Alabama 36081
Football Stadium Venue**

Incident Commander: DeWight Ward Office Phone: 334-566-2023 Email: @troycable.

Approximate response time: 5 minutes

EMS 911: Troy Fire Department (Ph. 334-566-0500)

Emergency Personnel: Red Cross, AED, CPR certified – Mandy Avant, Dewight Ward, School NP, Certified Athletic Trainer at the scene.

Role of First Responder:
Person(s) responsible: Immediate care of all the injuries or illnesses of all student athletes– NP
ATC, NP at contest

Activation EMS:
parents) Mr. Dewight Ward, AD to notify principal: 334-566-2023(Ms. Sykes to notify

Direction of EMS to scene:

- A. Person(s) responsible administration, coach or designee.
- B. Open gate
- C. Designate to “flag down” EMS and direct to scene: scene control limit to First Responder-providers EMS, ATC, RN move by-standers away from the scene

**Emergency Action Plan
Goshen High School
286 Eagle Circle
Goshen, Alabama 36035
Football Stadium Venue**

Incident Commander: Dr. Al Griffin Office Phone: 334-484-3245 AD: Joe Thornton
Email: @pikecountyschool

Approximate response time: 10 minutes

EMS 911: Care Ambulance Service

Emergency Personnel: Red Cross, AED, CPR certified – Mr. Major L. Lane, School NP, Certified Athletic Trainer at the scene.

Role of First Responder: Immediate care of all the injuries or illnesses of all student athletes– NP
Person(s) responsible: ATC, NP at contest

Activation EMS: Mr. Major L. Lane, Admin to notify principal: 334-484-3245(Dr. Griffin to notify parents)

Direction of EMS to scene:

- A. Person(s) responsible administration, coach or designee.
- B. Open gate
- C. Designate to “flag down” EMS and direct to scene: scene control limit to First Responder-providers EMS, ATC, RN move by-standers away from the scene

**Emergency Action Plan
Brantley High School
P.O. Box 86
Brantley, Alabama 36009
Football Stadium Venue**

Incident Commander: Ms. Ashley Catrett Office Phone: 334-527-8879 AD: David Lowery, AD
Email: @crenshaw-school.

Approximate response time: 10 minutes

EMS 911: Haynes Ambulance Service

Emergency Personnel: Red Cross, AED, CPR certified – David Lowery, School NP, Certified Athletic Trainer at the scene.

Role of First Responder: Immediate care of all the injuries or illnesses of all student athletes– NP
Person(s) responsible: ATC, Mr. David West or NP at contest

Activation EMS: Ms. Ashley Catrett , 334-527-8879 to notify principal and also she will to notify parents

Direction of EMS to scene:

- A. Person(s) responsible administration, coach or designee.
- B. Open gate
- C. Designate to “flag down” EMS and direct to scene: scene control limit to First Responder-providers EMS, ATC, RN move by-standers away from the scene

**Emergency Action Plan
Elba High School
371 Tiger Drive
Elba, Alabama 36323
Football Stadium Venue**

Incident Commander: Mr. Shane Casey Office Phone: 334-897-2266
Email: @elbaed.

EMS 911: Elba Ambulance Service

Emergency Personnel: Red Cross, AED, CPR certified – David Lowery, School NP, Certified Athletic Trainer at the scene.

Role of First Responder:
Person(s) responsible: Immediate care of all the injuries or illnesses of all student athletes– NP ATC, Mr. Kevin Killingsworth, school RN

Activation EMS:
parents Mr. Shane Casey , 334-897-2266 to notify principal and also will to notify parents

Direction of EMS to scene:

- A. Person(s) responsible administration, coach or designee.
- B. Open gate
- C. Designate to “flag down” EMS and direct to scene: scene control limit to First Responder-providers EMS, ATC, RN move by-standers away from the scene

**Emergency Action Plan
Luverne High School
194 First Avenue
Luverne, Alabama 36374
Football Stadium Venue**

Incident Commander: Charlie Alford Office Phone: 334-335-3331 or Randy Fullington

EMS 911: Crenshaw County Ambulance Service

Emergency Personnel: Red Cross, AED, CPR certified – Sandy Walker, School NP, Certified Athletic Trainer at the scene.

Role of First Responder:
Person(s) responsible: Immediate care of all the injuries or illnesses of all student athletes– NP ATC, or RN at contest

Activation EMS:
notify parents Mr. Charlie Alford , 334-335-3331 to notify principal and also she will to notify parents

Direction of EMS to scene:

- A. Person(s) responsible administration, coach or designee.
- B. Open gate
- C. Designate to “flag down” EMS and direct to scene: scene control limit to First Responder-providers EMS, ATC, RN move by-standers away from the scene

Troy University

Athletic Training Student Continuing Education Units Program

Category A

Approved Programming

- Attending a session of the Troy University Athletic Training Journal Club
2 CEU's
- Attending the Troy University Senior Presentations **2 CEU's per session.**

Category B

Professional Development

- Presenting an article or poster at a state, district or national meeting **2 CEU's**

Category C

Additional Professional Experience

- Assisting with the Troy University Physicals (August) **1 CEU** per hour.
- Assisting with the AIHSA Football Championships **4 CEU's**
- Assisting with the Troy University Cross Country Meet **1 CEU** per hour
- Assisting as a host athletic training student at a Troy University home football game **4 CEU's**
- Assisting with the Troy University Track & Field Meet **1 CEU** per hour
- Assisting with the Champion Sports Medicine High School physicals **1 CEU** per hour
- Completing week of cleaning duties **5 CEU's**
- Assisting with USTA meet **1 CEU** per hour
- Observation hours during Monday Clinic **1 CEU** per hour Present.

Category D

Emergency Certification

- CPR for the Professional Rescuer Certification **5 CEU's** – ARC or AHA
- First Aid Certification **2 CEU's** – ARC or AHA

Note: CPR and First Aid Certification may only be reported during fall semester.

Troy University

Athletic Training Student Continuing Education Units Program

HOW THIS PROGRAM WORKS:

Throughout the semester a number of activities and/or courses will be conducted in which the Athletic Training Student may earn Continuing Education Units or CEU's. The goal of this program is to teach you how to obtain, report and plan for Continuing Education Units during your career as a professional Athletic Trainer. The ATS will be required to obtain a predetermined number of CEU's based on their classification in Athletic Training Program.

HOW DOES ONE FIND OUT ABOUT CONTINUING EDUCATION PROGRAM TO EARN THEIR CEU's:

Attached to this form is a list of approved activities and events. The CEU value has been assigned to each program. If an ATS feels that there is a program or activity that they feel they should be getting CEU's for they may petition Cherise Crisman in writing for consideration.

REQUIRED CONTINUING EDUCATION HOURS PER SEMESTER:

	<u>FALL</u>	<u>SPRING</u>
Sophomore Level	15	15
Junior Level	15	15

HOW DOES AN ATS REPORT THEIR CEU's:

At the end of each semester or when completed, the ATS must fill out the Continuing Education Reporting Sheet, copy all documentation noting CEU's earned, and staple them together to be turned into Cherise Crisman **no later than noon on Dead Day**.

WHAT HAPPENS IF THE CEU's ARE TURNED IN LATE OR NOT AT ALL:

If the Continuing Education Reporting Sheet is not filled out and turned in by noon or Dead Day of that semester then that portion of you grade will be affected.

- After noon on Dead Day- One Letter Grade (B)
- One Day Late- Two Letter Grades (C)
- Two Days Late- Three Letter Grades (D)
- Three or More Days Late- Four Letter Grades (F)

If the ATS has a conflict and feels that it is a valid excuse why they were not able to turn their CEU's on time they may present the matter to Cherise Crisman for consideration.

Troy University Athletic Training Education Program Disclaimer:

By reading this manual "Policies and Procedures," I have gained insight into the policies and procedures of Troy University Athletic Training Education Program. This manual should not be viewed as an answer to each and every question, but should provide some guidelines that need to be adhered to so that operations run as smooth as possible.

By signing below I acknowledge that I have read this handbook and have had my questions answered. If a question arises I will consult my Program Director of Athletic Training Education immediately.

Student Signature: _____

Program Director
Athletic Training Education Program: _____

Date: _____

Check Sheet Folder

Check Sheet Folder

You **Must** Have the Following for Your Folder:

	Yes	NO
1. Application	___	___
2. Liability Insurance	___	___
3. Proof of update CPR /AED card	___	___
4. Grades in folder	___	___
5. Clinical Evaluations 2201-4402	___	___
6. Monthly Hour Logs	___	___
7. Trial schedule copies	___	___
8. Three LORs	___	___
9. Hepatitis B forms	___	___

I acknowledge that I have read and understand the above.

Student Signature

Date

**Application to Athletic Training Education Program Troy University
Troy University
Bachelor of Science Degree in Athletic Training Education
College of Health and Human Services**

APPLICATION

Name: _____ Today's date: _____

Social Security Number: _____

Home Address: _____

Parent's Name: _____ Home. Phone: _____

Date of Birth: _____ Sex: _____ Ht. _____ Wt. _____ Age _____

High School: _____

Date of Graduation: _____

Address: _____

Do you have experience as an athletic training student in high school? Yes ___ No ___

If so who was the athletic trainer: _____

List below all previous experience related to Athletic Training. Include all classes, clinics, and working with sports.

I have: Applied for admission to TROY Yes ___ No ___

Sent my SAT/ACT score Yes ___ No ___

Sent my high school transcript Yes ___ No ___

Do you expect to make Athletic Training your primary field of professional endeavor?

Yes ___ No ___ If no, please explain _____

Will you have other commitments (work, etc.) while pursuing your degree? Yes ___ No ___

If yes, please explain _____

Please list below the names of three people that will be sending letters of recommendation for you. Have all letters sent to John H. Anderson, Clinical Coordinator of Athletic Training Education; Troy University 3212 Veterans Stadium Dr, Troy, Al 36082

Name	Address	Profession
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

Troy University

Student Athletic Trainer Participation Health Form

Original
Date:

Dates
Revised:

HEALTH HISTORY QUESTIONNAIRE

All questions contained in this questionnaire are strictly confidential and will become part of your medical record.

Name <small>(Last, First, M.I.):</small>		<input type="checkbox"/> M <input type="checkbox"/> F	DOB:
School Address			
School Phone		Class (year in school)	
Previous or referring doctor:		Date of last physical exam:	

Parent's name(s):

Parent or Permanent Address:

Parent Phone number(s): Father _____
Mother _____

In an EMERGENCY, if parents cannot be contacted, notify:

Name:

Address:

Phone Number:

PERSONAL HEALTH HISTORY

Childhood illness: <input type="checkbox"/> Measles <input type="checkbox"/> Mumps <input type="checkbox"/> Rubella <input type="checkbox"/> Chickenpox <input type="checkbox"/> Rheumatic Fever <input type="checkbox"/> Polio			
Immunizations and dates:	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Pneumonia	
	<input type="checkbox"/> Hepatitis	<input type="checkbox"/> Chickenpox	
	<input type="checkbox"/> Influenza	<input type="checkbox"/> MMR <i>Measles, Mumps, Rubella</i>	
List any medical problems that other doctors have diagnosed			

Surgeries

Year	Reason	Hospital

Other hospitalizations

Year	Reason	Hospital

Have you ever had a blood transfusion?

Yes No

List your prescribed drugs and over-the-counter drugs, such as vitamins and inhalers

Name the Drug	Strength	Frequency Taken

Allergies to medications

Name the Drug	Reaction You Had

HEALTH HABITS AND PERSONAL SAFETY

ALL QUESTIONS CONTAINED IN THIS QUESTIONNAIRE ARE OPTIONAL AND WILL BE KEPT STRICTLY CONFIDENTIAL.

Exercise

- Sedentary (No exercise)
- Mild exercise (i.e., climb stairs, walk 3 blocks, golf)
- Occasional vigorous exercise (i.e., work or recreation, less than 4x/week for 30 min.)
- Regular vigorous exercise (i.e., work or recreation 4x/week for 30 minutes)

Alcohol

Do you drink alcohol? Yes No

If yes, what kind?

How many drinks per week?

Have you ever experienced blackouts? Yes No

	Are you prone to "binge" drinking?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Do you drive after drinking?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Tobacco	Do you use tobacco?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Cigarettes – pks./day	<input type="checkbox"/> Chew - #/day	<input type="checkbox"/> Pipe - #/day
		<input type="checkbox"/> Cigars - #/day	

Review of Systems	Notes:
Check each box for normal. For ABNORMAL write in the response.	

<input type="checkbox"/> General	<input type="checkbox"/> Neurological	<input type="checkbox"/> Endocrine
<input type="checkbox"/> Skin	<input type="checkbox"/> Chest/Heart	Recent changes in:
<input type="checkbox"/> Head/Neck	<input type="checkbox"/> Back	<input type="checkbox"/> Weight
<input type="checkbox"/> Ears	<input type="checkbox"/> Genitalia	<input type="checkbox"/> Energy level
<input type="checkbox"/> Nose	<input type="checkbox"/> Bladder	<input type="checkbox"/> Ability to sleep
<input type="checkbox"/> Throat	<input type="checkbox"/> Bowel	<input type="checkbox"/> Other pain/discomfort:
<input type="checkbox"/> Lungs	<input type="checkbox"/> Circulation	<input type="checkbox"/> Psychiatric

	<input type="checkbox"/> # of years	<input type="checkbox"/> Or year quit		
Drugs	Do you currently use recreational or street drugs?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	Have you ever given yourself street drugs with a needle?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Review of Systems and Physical Exam

Vital Signs	<i>Ht</i>	<i>Wt</i>	<i>BP</i>	<i>Pulse</i>

To be completed by Health Care Provider

Physical Exam	GENERAL MEDICAL	check box for normal
<input type="checkbox"/>	Head	
<input type="checkbox"/>	Eyes	
<input type="checkbox"/>	Ears	
<input type="checkbox"/>	Nose	
<input type="checkbox"/>	Neck	
<input type="checkbox"/>	Thyroid	
<input type="checkbox"/>	Nodes	
<input type="checkbox"/>	Heart	
<input type="checkbox"/>	Lungs	
<input type="checkbox"/>	Breasts	
<input type="checkbox"/>	Abdomen	
<input type="checkbox"/>	Extremities	

I hereby certify that, _____, this Athletic Training student was
(Student's name)

examined by me on _____. At that time no physical or mental condition was detected
(Date)

which would reasonably be anticipated to render this Athletic Training student physically or mentally
unfit to engage in the requirements of an Athletic Training student.

Health Care Provider Signature

Date

I, _____ have been informed by an Athletic Training Education
(Student's name)
Department representative, in the presence of a witness, and understand that Troy University is not liable
for any and all injuries that I may incur while participating as an Athletic Training student.

Student's Signature _____ Date _____

Representative _____ Date _____

Witness _____ Date _____

ATTENTION ALL ATHLETIC TRAINING STUDENTS

Troy University will not be responsible for any of your medical bills unless you have a current insurance
questionnaire form on file at the Curriculum Director's Office.

PHYSICAL REQUIREMENTS FOR ALL ATHLETIC TRAINING STUDENTS

Everyone must be able to lift over fifty pounds.

**Troy University Student Contract OSHA Blood Borne Pathogen Standard
Infection Control Program**

**Troy University
Department of Athletic Training Education**

Student Training Contract

**OSHA BloodBorne Pathogen Standard
Infection Control Program**

I, _____ verify that I have received training on the OSHA

Name

Bloodborne Pathogen Standard on _____

Date

Training information was provided on the following:

1. Purpose and requirements of the OSHA Bloodborne Pathogens Standard
2. Edidemiology, symptoms and models of transmission of HBV and HIV
3. Infection Control
4. Personal Protective Equipment
5. Engineering and Work Practice Controls
6. Hepatitis B Vaccine

I was provided the opportunity to ask questions.

Student's Signature

Date

ATC Signature

Title

Athletic Training Education Hepatitis B Form and Release Statement

Troy University
College of Health and Human Services
Athletic Training Education Program

Verification of Hepatitis B Vaccination

This document is to verify that _____ (student) has received the series of hepatitis vaccinations.

Signed:

Administrator Date

Student Date

Hepatitis B Vaccination Waiver

I, _____, do not wish to complete the Hepatitis B vaccination series. I understand that this will limit my exposure to certain Athletic Training experiences.

Signed:

Student Date

Hepatitis B Vaccination Verification Form

Hepatitis B Vaccination Verification

Please read the following carefully and provide the information requested. When the form is completed, please return to the Department of Athletic Training..

I understand that I must have three doses of the Hepatitis B vaccine to confer immunity. However, as with all medical treatment, there is no guarantee that I will become immune or that I will not experience an adverse side effect from the vaccine. I understand that my signature releases the faculty, Assistant Deans, Chancellor, Board of Directors and Athletic Training Department and all employees of Troy University of and from legal and financial responsibilities in the event I contract Hepatitis B or experience any side effect from having received the vaccine while a student/faculty member at Troy University.

Date Vaccinated	Lot #		
_____ (1) _____	_____	_____	_____
Date/Time			
_____ (2) _____	_____	_____	_____
_____ (3) _____	_____	_____	_____

I signify by signature below that the above information is true and accurate.

Student/Faculty Member Signature

Social Security Number

Date

Acknowledgement Statement: Pre-Athletic Training

**Troy University
Athletic Training Education Program
Acknowledgement Statement**

Date

I, _____, acknowledge the fact that:

I am responsible for being aware of the academic courses that I must take, the prerequisites for said courses, and the semester in which each course is taught.

I am also aware of the fact that I must meet the Academic Requirements, as written in the Troy University Bulletin to remain in the Professional phase of the Athletic Training Educational Program and obey the rule and regulations listed in the Troy University Student Handbook (Oracle).

Admissions Requirements and Continuation Requirements:

I am also aware that I must:

- Follow the NATA Code of Ethics
- Dress professionally for Clinical Rotations
- Purchase Liability Student Insurance annually
- Continue CPR and First Aid certification annually
- Hepatitis B vaccination verification
- Be on time for all Clinical Rotations

I, the undersigned, agree to this acknowledgement statement.

Name

Date

Witness

Date



STUDENT WAIVER FORM

Date:

Name:

Student I.D.#

Institution:

I, _____, give permission for the members of the CAATE Evaluation Team to view my personal academic file relating to the Athletic Training Program. I understand that this viewing will be for informational purposes only and that my confidentiality will be maintained.

Signed:

Date:

Witness:

Date:

Troy University Athletic Training Education Program Technical Standards for Admissions.

The Athletic Training Educational Program at Troy University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communication judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

TECHNICAL STANDARDS FORM

Candidates for selection to the athletic training education program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Disability Services Department will evaluate a student who states s/he could meet the programs technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states s/he can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards reasonable accommodation; this includes a review whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation. I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant

Date

Health Care Provider Signature

Date

- **ONLY SIGN ONE THAT IS APPLICABLE TO YOU, THE APPLICANT.***

Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Disability Services Department to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date

Health Care Provider Signature

Date

Troy University Athletic Training Students Monthly Hour Log

Name _____

Month:						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	TOTAL HOURS:

Rotations for the Month:

Signature of Supervising ATC

Date

Log sheets must be turned in at the end of each month to the Program Director.

- White copy goes in ATS Folder
- Yellow copy goes to Program Director

Evaluation of AT 2201 Clinical Experience FALL SOPHOMORE YEAR
Troy University
Athletic Training Education Program
By Clinical Instructor

Student's Name _____ **Date** _____ **Semester** _____

Clinical Site/Sport _____ **Clinical Instructor** _____

Evaluation Rating Scale:

- 4 = **Excellent:** Student performs the level of duty 95%-100% of the time and often demonstrates the skill above and beyond the requirements
- 3 = **Good:** Student performs the level of duty 90-95% of the time
- 2 = **Average:** Student performs the level of duty 85-90% of the time
- 1 = **Fair:** Student performs the level of duty 80-85% of the time
- 0 = **Poor:** Student performs the level of duty less than 80% of the time
- NA= **Not Observed**

Professional Development

Rating

- | | |
|--|-------|
| 1. Student is prompt and punctual to scheduled clinical assignment | _____ |
| 2. Student dresses appropriately & is professional in appearance | _____ |
| 3. Student communicates well with athletic training staff regarding schedule and any problems that may arise | _____ |
| 4. Student follows athletic training room/venues rules and regulations | _____ |
| 5. Student develops a positive rapport with athletes | _____ |
| 6. Develops a positive rapport with peers | _____ |
| 7. Student takes initiative and displays a willingness to learn | _____ |
| 8. Student acts in a professional manner | _____ |
| 9. Demonstrates the ability to follow directions | _____ |
| 10. Student takes initiative to integrate skills during clinical assignments | _____ |
| 11. Student respects the profession of athletic training and athletic training staff | _____ |

Total Score _____

Application of Skills and Techniques

Rating

- | | |
|---|-------|
| 1. Student demonstrates appropriate application in treatment/first aid techniques | _____ |
| 2. Student demonstrates appropriate application in taping and wrapping skills | _____ |
| 3. Student demonstrates appropriate application of athletic training supplies | _____ |
| 4. Student demonstrates appropriate application in record keeping | _____ |
| 5. Student demonstrates appropriate application in lower body evaluation and assessment | _____ |

Total Score _____

Comments:

Specific skills that the student has performed throughout their clinical experience

1. _____
2. _____
3. _____
4. _____

Suggestions on How to Improve

1. _____
2. _____
3. _____
4. _____

Final clinical grade _____(total points earned)/_____ (total possible points)

Clinical Instructor's signature: _____ Date _____

Student's signature: _____ Date _____

Program Director's signature _____ Date _____

**** Must be turned in to the Program Director by the first day of the month ****

Evaluation of AT 2202 Clinical Experience SPRING SOPHOMORE YEAR
Troy University
Athletic Training Education Program
By Clinical Instructor

Student's Name _____ **Date** _____ **Semester** _____

Clinical Site/Sport _____ **Clinical Instructor** _____

Evaluation Rating Scale:

- 4 = **Excellent:** Student performs the level of duty 95%-100% of the time and often demonstrates the skill above and beyond the requirements
- 3 = **Good:** Student performs the level of duty 90-95% of the time
- 2 = **Average:** Student performs the level of duty 85-90% of the time
- 1 = **Fair:** Student performs the level of duty 80-85% of the time
- 0 = **Poor:** Student performs the level of duty less than 80% of the time
- NA= **Not Observed**

Professional Development

Rating

- | | |
|--|-------|
| 1. Student is prompt and punctual to scheduled clinical assignment | _____ |
| 2. Student dresses appropriately & is professional in appearance | _____ |
| 3. Student communicates well with athletic training staff regarding schedule and any problems that may arise | _____ |
| 4. Student follows athletic training room rules and regulations | _____ |
| 5. Student develops a positive rapport with athletes | _____ |
| 6. Develops a positive rapport with peers | _____ |
| 7. Student takes initiative and displays a willingness to learn | _____ |
| 8. Student maintains a neat and clean athletic training room | _____ |
| 9. Demonstrates the ability to follow directions | _____ |
| 10. Maintains a organized workplace | _____ |
| 11. Student respects the field of athletic training and athletic training staff | _____ |

Total Score _____

Application of Skills and Techniques

Rating

- | | |
|---|-------|
| 1. Student demonstrates appropriate application in treatment/first aid techniques | _____ |
| 2. Student demonstrates appropriate application of taping and wrapping skills | _____ |
| 3. Student demonstrates appropriate application of athletic training supplies | _____ |
| 4. Student demonstrates appropriate application in record keeping | _____ |
| 5. Student demonstrates appropriate application in lower body evaluation and assessment | _____ |
| 6. Student demonstrates appropriate application in upper body evaluation and assessment | _____ |
| 7. Student takes initiative to integrate skills during clinical assignments | _____ |

Total Score _____

Comments:

Specific skills that the student has performed throughout their clinical experience

1. _____
2. _____
3. _____
4. _____

Suggestions on How to Improve

1. _____
2. _____
3. _____
4. _____

Final clinical grade _____(total points earned)/ _____(total possible points)

Clinical Instructor's signature: _____ Date _____

Student's signature: _____ Date _____

Program Director's signature _____ Date _____

**** Must be turned in to the Program Director by the first day of the month ****

Evaluation of AT 3301 Clinical Experience FALL JUNIOR YEAR
Troy University
Athletic Training Education Program
By Clinical Instructor

Student's Name _____ **Date** _____ **Semester** _____

Clinical Site/Sport _____ **Clinical Instructor** _____

Evaluation Rating Scale:

- 4 = **Excellent:** Student performs the level of duty 95%-100% of the time and often demonstrates the skill above and beyond the requirements
- 3 = **Good:** Student performs the level of duty 90-95% of the time
- 2 = **Average:** Student performs the level of duty 85-90% of the time
- 1 = **Fair:** Student performs the level of duty 80-85% of the time
- 0 = **Poor:** Student performs the level of duty less than 80% of the time
- NA= **Not Observed**

Professional Development

Rating

- | | |
|--|-------|
| 1. Student is prompt and punctual to scheduled clinical assignment | _____ |
| 2. Student dresses appropriately & is professional in appearance | _____ |
| 3. Student communicates well with athletic training staff regarding schedule and any problems that may arise | _____ |
| 4. Student follows athletic training room rules and regulations | _____ |
| 5. Student develops a positive rapport with athletes | _____ |
| 6. Develops a positive rapport with peers | _____ |
| 7. Student takes initiative and displays a willingness to learn | _____ |
| 8. Student maintains a neat and clean athletic training room | _____ |
| 9. Demonstrates the ability to follow directions | _____ |
| 10. Student respects the profession of athletic training and athletic training staff | _____ |

Total Score _____

Improvement in Skills and Techniques

Rating

- | | |
|--|-------|
| 1. Student demonstrates appropriate application in treatment/first aid techniques | _____ |
| 2. Student demonstrates appropriate application in taping and wrapping skills | _____ |
| 3. Student demonstrates appropriate application in equipment fitting techniques | _____ |
| 4. Student demonstrates appropriate application of athletic training supplies | _____ |
| 5. Student demonstrates appropriate application in recordkeeping procedures | _____ |
| 6. Student demonstrates appropriate application in lower extremity evaluation and assessment | _____ |
| 7. Student demonstrates appropriate application in upper extremity evaluation and assessment | _____ |
| 8. Student demonstrates appropriate application of modalities | _____ |
| 9. Student demonstrates appropriate application in confidence | _____ |

- level when applying skills and techniques _____
10. Student has knowledge of general medical conditions and the
general course of treatment _____
11. Student takes initiative to integrate skills during clinical
assignments _____
- Total Score** _____

Comments:

Specific skills that the student has performed throughout their clinical experience

1. _____
2. _____
3. _____
4. _____

Suggestions on How to Improve

1. _____
2. _____
3. _____
4. _____

Final clinical grade _____(total points earned)/_____ (total possible points)

Clinical Instructor's signature: _____ Date _____

Student's signature: _____ Date _____

Program Director's signature _____ Date _____

**** Must be turned in to the Program Director by the first day of the month ****

Evaluation of AT 3302 Clinical Experience SPRING JUNIOR YEAR
Troy University
Athletic Training Education Program
By Clinical Instructor

Student's Name _____ **Date** _____ **Semester** _____

Clinical Site/Sport _____ **Clinical Instructor** _____

Evaluation Rating Scale:

- 4 = **Excellent:** Student performs the level of duty 95%-100% of the time and often demonstrates the skill above and beyond the requirements
- 3 = **Good:** Student performs the level of duty 90-95% of the time
- 2 = **Average:** Student performs the level of duty 85-90% of the time
- 1 = **Fair:** Student performs the level of duty 80-85% of the time
- 0 = **Poor:** Student performs the level of duty less than 80% of the time
- NA= **Not Observed**

Professional Development

Rating

- 1. Student is prompt and punctual to scheduled clinical assignment _____
- 2. Student dresses appropriately & is professional in appearance _____
- 3. Student communicates well with athletic training staff regarding schedule and any problems that may arise _____
- 4. Student follows athletic training room rules and regulations _____
- 5. Student develops a positive rapport with athletes _____
- 6. Develops a positive rapport with peers _____
- 7. Student takes initiative and displays a willingness to learn _____
- 8. Student maintains a neat and clean athletic training room _____
- 9. Demonstrates the ability to follow directions _____
- 10. Student respects the profession of athletic training and athletic training staff _____

Total Score _____

Improvement in Skills and Techniques

Rating

- 1. Student demonstrates appropriate application in treatment/first aid techniques _____
- 2. Student demonstrates appropriate application in taping and wrapping skills _____
- 4. Student demonstrates appropriate application of athletic training supplies _____
- 5. Student demonstrates appropriate application in record keeping procedures _____
- 6. Student demonstrates appropriate application in lower extremity evaluation and assessment _____
- 7. Student demonstrates appropriate application in upper extremity evaluation and assessment _____
- 8. Student demonstrates appropriate application of modalities _____
- 9. Student demonstrates appropriate application in rehabilitation techniques _____
- 10. Student demonstrates improvement in the knowledge of and process of insurance claims _____
- 11. Student demonstrates improvement in confidence level when _____

- applying skills and techniques _____
12. Student takes initiative to integrate skills during clinical assignments _____
13. Student displays use of strength training principles in rehabilitation of injuries _____
14. Student understands basic weight lifting techniques _____
- Total Score** _____

Comments:

Specific skills that the student has performed throughout their clinical experience

1. _____
2. _____
3. _____
4. _____

Suggestions on How to Improve

1. _____
2. _____
3. _____
4. _____

Final clinical grade _____(total points earned)/_____(total possible points)

Clinical Instructor's signature: _____ Date _____

Student's signature: _____ Date _____

Program Director's signature _____ Date _____

**** Must be turned in to the Program Director by the first day of the month ****

Evaluation of AT 4401 Clinical Experience FALL SENIOR YEAR
Troy University
Athletic Training Education Program
By Clinical Instructor

Student's Name _____ **Date** _____ **Semester** _____

Clinical Site/Sport _____ **Clinical Instructor** _____

Evaluation Rating Scale:

- 4 = **Excellent:** Student performs the level of duty 95%-100% of the time and often demonstrates the skill above and beyond the requirements
- 3 = **Good:** Student performs the level of duty 90-95% of the time
- 2 = **Average:** Student performs the level of duty 85-90% of the time
- 1 = **Fair:** Student performs the level of duty 80-85% of the time
- 0 = **Poor:** Student performs the level of duty less than 80% of the time

Professional Development

- | <u>Professional Development</u> | Rating |
|--|---------------|
| 1. Student is prompt and punctual to scheduled clinical assignment | _____ |
| 2. Student dresses appropriately & is professional in appearance | _____ |
| 3. Student communicates well with athletic training staff regarding schedule and any problems that may arise | _____ |
| 4. Student follows athletic training room rules and regulations | _____ |
| 5. Student develops a positive rapport with athletes | _____ |
| 6. Develops a positive rapport with peers | _____ |
| 7. Student takes initiative and displays a willingness to learn | _____ |
| 8. Student maintains a neat and clean athletic training room | _____ |
| 9. Demonstrates the ability to follow directions | _____ |
| 10. Student respects the field of athletic training and athletic training staff | _____ |

Total Score _____

Improvement in Skills and Techniques

- | <u>Improvement in Skills and Techniques</u> | Rating |
|--|---------------|
| 1. Student demonstrates appropriate application in treatment/first aid techniques | _____ |
| 2. Student demonstrates appropriate application in taping and wrapping skills | _____ |
| 3. Student demonstrates appropriate application in athletic training supplies | _____ |
| 4. Student demonstrates appropriate application in record keeping procedures | _____ |
| 5. Student demonstrates appropriate application in lower extremity evaluation and assessment | _____ |
| 6. Student demonstrates appropriate application in upper extremity evaluation and assessment | _____ |
| 7. Student demonstrates appropriate application of modalities | _____ |
| 8. Student demonstrates appropriate application in rehabilitation Techniques | _____ |
| 9. Student demonstrates improvement in the knowledge of and process of insurance claims | _____ |

- 10. Student demonstrates improvement in confidence level when applying skills and techniques _____
 - 11. Student takes initiative to integrate skills during clinical assignments _____
 - 12. Student displays use of strength training principles in rehabilitation of injuries _____
 - 13. Student understands basic weight lifting techniques _____
 - 14. Student demonstrates improvement in knowledge and use of medications _____
 - 15. Student demonstrates improvement of knowledge of skin diseases _____
 - 16. Student demonstrates improvement in confidence level when applying skills and techniques _____
 - 17. Student takes initiative to integrate skills during clinical assignments _____
- Total Score** _____

Comments:

Specific skills that the student has performed throughout their clinical experience

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Suggestions on How to Improve

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Final clinical grade _____(total points earned)/_____ (total possible points)

Clinical Instructor's signature: _____ Date _____

Student's signature: _____ Date _____

Program Director's signature _____ Date _____

**** Must be turned in to the Program Director by the first day of the month ****

**Troy University
Honor Code**

I, _____, will be honest in all of my academic work and strive to maintain academic integrity.

Adopted by the Troy University Student Government Association and approved by the Board of Trustees, this Honor Code is in support of the Academic Code as stated in The Oracle.

Amanda K. Benson, PhD, ATC
Program Director
Athletic Training Education

Troy University

First Responder Policy

Program definition for first responder and circumstances of use of policy: On any occasion when the athletic training student is not in visual and auditory contact with a certified athletic trainer, they are only to perform as a First Aid Responder (the athletic training student must be certified in First Aid and CPR for the Professional Rescuer.)

An athletic training student may only act as a First Responder as defined below when not under the direct supervision of a certified athletic trainer.

A First Responder is allowed to perform First Aid and CPR when appropriate. A first responder may not, however make a return play decision following an injury. This includes the decision to tape an athlete so he/she can return to play with an acute injury. All injuries must be referred to a certified athletic trainer.

I _____ have read the above First Responder Policy and clearly understand the policy's statement.

Name of Athletic Training Student

Date

Program Director of ATEP

Date

Direct Supervision

Program definition for "Direct Supervision" is the Athletic Training student must have visual and auditory contact with a Certified Athletic Trainer (ATC) during their clinical rotation.

I, _____, have read the above Direct Supervision Policy and clearly understand the policy's statement.

Name of Athletic Training Student

Date

Program Director of ATEP

Date

Appendix E

Scholarships Available

Athletic Training Education Scholarship

- * Ray Shiver Memorial Scholarship is awarded annually to a sophomore majoring in Athletic Training Education. Dr. Ray Shiver Baggett was the first Troy University Graduate to become a Certified Athletic Trainer. – See Program Director.
- * James A. Whiteside, M.D. Scholarship is awarded annually to a junior majoring in Athletic Training Education. – See Program Director.
- * Trojan Pride Scholarship is awarded to a senior – See Program Director.

Other Scholarships Available

- District #9 SEATA – Southeastern Trainers Association
- Undergraduate [.seata.](#)

- Alabama Athletic Trainers Association
- Undergraduate [.alata.](#)

- District #9 SEATA
- For Graduate Students [.seata.](#)

- NATA Research and Education Foundation
- For undergraduate and Graduate Students [.natafoundation.](#)

- Tylenol Scholarships
- [.tylenolscholaship.](#)

**See Amanda A. Benson, PhD, ATC, LAT
Program Director of Athletic Training Education Program**