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SECTION ONE

INTRODUCTION
Welcome to the Athletic Training Education Program (ATEP) at the University of New England. This handbook outlines the mission, goals and objectives, and philosophy of the athletic training education program at the University of New England. It also contains important policies and procedures that affect you. Please read the handbook thoroughly, as it is your responsibility to be familiar with its contents. Once you have read and understand all of the information, please print off, sign, and date the “Statement of Receipt and Understanding” and turn it in to Toni Letellier, our Administrative Assistant, in Decary 334.

All policies herein are in effect from December 1, 2008. Any substantive changes to the contents of this handbook will be brought to the attention of all students currently enrolled in the program and will be accompanied by a new “Statement of Receipt and Understanding.”

MISSION STATEMENT
The mission of the Athletic Training Education Program is to provide a comprehensive curriculum designed for individuals who want to enhance the quality of health care for athletes and the physically active, and to advance the profession of athletic training through education and research in the prevention, evaluation, management, and rehabilitation of athletic and orthopaedic injuries.

PROGRAM PHILOSOPHY
The athletic training faculty is committed to excellence in teaching. The process of learning is a continuous one where the student develops a foundation for intellectual inquiry. We believe that education is a partnership between the student and teacher, where the faculty member serves as a facilitator and guide. The ATEP faculty is receptive to individual learning styles and needs, and will provide a vehicle for students to move from novice toward expert within the profession and allow them to explore their chosen career opportunities.

PROGRAM GOALS
The ultimate goal of the ATEP is to prepare the student to challenge the National Athletic Trainers’ Association Board of Certification examination. To achieve this final goal, the faculty has identified six general program goals that are compatible with the missions of the Department and University and attained through the curriculum and the activities of the students and faculty. They are as follows:

1. Prepare students to be competent health care providers for the active population.
2. Develop a comprehensive curriculum that meets the demands of the profession.
3. Contribute to the body of knowledge in sports medicine through scholarly activity.
4. Provide continuing education opportunities for professional athletic trainers.
5. Actively participate in and contribute to professional activities at the department, college, and community levels.
6. Actively participate in and contribute to professional activities at the state and national levels.

NON-DISCRIMINATION POLICY
The University operates in accordance with Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, title VII of the Civil Rights Act of 1964 as amended, the Maine Human Rights Act, and all other appropriate civil rights laws and regulations. The University of New England does not discriminate on the basis of race, religion, color, sex, age, marital status, ancestry, national or ethnic origin, physical or mental handicap, sexual preference, or veteran’s status in the administration of its employment practices or in educational programs or activities. The University is committed to its Equal Opportunity Policy.
ACCREDITATION INFORMATION
The UNE ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Our current certificate expires during the 2008-09 Academic Year.

ATHLETIC TRAINING AS A PROFESSION
Please use the following link to access the National Athletic Trainers’ Association Fact Sheet about the Certified Athletic Trainer:

http://www.nata.org/publicinformation/files/FactsaboutATCS.pdf

PROGRAM FACULTY
Please use the following link to learn more about ATEP faculty and Approved Clinical Instructors:

http://www.une.edu/cas/esp/atep/default.asp#faculty

HEALTH INSURANCE
Students are required to enroll in UNE’s Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated.
Please use the following link to access information about the University’s policy regarding health insurance:

http://www.une.edu/studentlife/insurance.asp

STUDENT MALPRACTICE INSURANCE
The ATEP provides malpractice insurance for all students enrolled in the professional phase of the program in the amount of $2,000,000 per incident and $4,000,000 aggregate. The current annual fee for this coverage is $70 per student per year in the professional phase (years 2-4).

OSHA/BLOODBORNE PATHOGENS TRAINING POLICY AND PROCEDURE
Policy: Each student enrolled in the professional phase of the UNE ATEP must undergo an annual training and evaluation to ensure compliance with OSHA standards for the handling of infectious body fluids before being placed in direct contact with patients/athletes (e.g., observation hours, field experience rotations).

Procedure: Each student must complete the annual Bloodborne Pathogens WebCT Tutorial found on the ATEP Internal website using the following link:

http://faculty.une.edu/cas/wlamarre/index.php?option=com_content&task=view&id=18&Itemid=42

It is the responsibility of the student to submit proof of this annual training to the program office each year BEFORE beginning field experience rotations or observation hours.
COMMUNICABLE DISEASE POLICY AND PROCEDURE

Policy: The University of New England and its ATEP is committed to providing a safe working, living, and learning environment for its faculty, staff members, and students. Students who have communicable diseases (including tuberculosis, Hepatitis B, or HIV infection) will not be barred from working, teaching, residing, or participating in University-sponsored activities or attending classes at UNE unless the individual poses a substantial threat to himself/herself or others. This policy will further address the diseases that pose a potential threat to the University community due to rapid transmission of infection to, and/or among employees and students. Examples of such infectious diseases include, but are not limited to acute meningitis, acute respiratory illnesses (especially influenza or respiratory illness associated with international travel), possible or known tuberculosis, vaccine preventable viral illnesses (i.e., measles, mumps, rubella, whooping-cough or pertussis), viral conjunctivitis (pinkeye), community-acquired methicillin-resistant staphylococcus aureus (MRSA) skin infections, and others.

Procedure: The person responsible for ensuring that this policy is followed on a day-to-day basis is the University Health Care (UHC) infection control physician. When this person is not available, the UHC “physician on call” will be temporarily in charge so that a senior physician is always available to assist with the implementation of this policy. UHC Infection Control Physician (207) 283-1407

All employees and students are encouraged to seek medical assistance or guidance from the University Health Center (or another health care provider) in the event they have concerns about communicable diseases. Any students and/or employees with symptoms suggesting an acute infectious disease (fever, fever and rash, fever and cough, severe headache and fever, flu-like symptoms, fever and shaking chills, pinkeye, sputum with blood, etc) should be evaluated by either his/her personal provider or the staff at the UHC. When such evaluation is made by a personal provider and a communicable disease is diagnosed or suspected, the UHC physician in charge of infection control should be notified by the patient and his/her physician so that any potentially exposed university personnel can be protected as per the University of New England (UNE) infection control protocols.

In the event that an athletic training student has been diagnosed with or is suspected of having a communicable disease, the ATEP director shall be notified and s/he will consult with the UHC Infection Control Physician to determine if the student should be suspended from field experience rotation to limit exposure.

Any student who has been suspended from field experience opportunities because of a diagnosed or suspected communicable disease must be cleared by the UHC Infection Control Physician before being allowed to resume his/her work at the affiliated site.

When more than one student/faculty is involved with a communicable disease raising concerns about a possible local epidemic, the Dean of College of Arts and Sciences (CAS) and/or the Maine Center for Disease Control (CDC) will be consulted.

No information concerning any individual's medical condition will be released to the general public, although general information with the goal of protecting the health of others on campus and/or educating and informing the community, if indicated on consultation with the Maine CDC, may be released. In the event that it is determined that an individual medical condition and/or activities represents a public health hazard and/or warrants limitation of activities, only essential persons will be informed on a need to know basis of an individual medical condition. The Maine CDC will be consulted if there is a possible or known epidemic. The effected person will be apprised of the names of those persons who have been so informed. No information will be disclosed concerning the medical condition of any person diagnosed with HIV infection except as authorized by law.
EMERGENCY CARDIAC CARE/FIRST AID POLICY AND PROCEDURE

Policy: Each student enrolled in the professional phase of the UNE ATEP must maintain current certification in both Standard First Aid and Emergency Cardiac Care. Students who do not hold current certification in Emergency Cardiac Care and Standard First Aid (or similar) will NOT be allowed to participate in field experience.

Procedure: Each student enrolled in PEC 150 CPR/AED for the Professional Rescuer w/First Aid has the option of becoming certified through the American Red Cross in CPR/AED for the Professional Rescuer and Standard First Aid. Associated fees for this certification are included in the lab fee for the course. Once certified, it is the student’s responsibility to maintain certification (at her/his own expense).

A student may pursue similar certification through another provider. These providers must adhere to the standards of the International Guidelines 2000 for Cardiopulmonary Resuscitation and Emergency Cardiac Care. Acceptable sources include BLS Healthcare Provider CPR + AED by the American Heart Association.

The ATEP will make every effort to offer annual re-certification opportunities for students at convenient locations/times.

It is the responsibility of the student to submit proof of this annual training to the program office each year.

COMPORMENT

Policy: The UNE Athletic Training Education Program has a long tradition of exceptional professionalism. All students enrolled in the program are expected to comport themselves as mature, engaged adults when participating in ATEP-sponsored events. Profanity, harassment, physical or mental abuse of others, and disrespect toward faculty and/or supervisors will not be tolerated.

Procedure: Any student who is suspected of being in violation of this policy will be given a written warning by either the CEC or PD that shall include a specific description of the infraction and instructions regarding reconciliation. Students who continue to violate this policy will be subject to disciplinary action that could include suspension from field experience and/or expulsion from the ATEP.

FRATERNIZATION

Policy: Fraternization, dating, or other inappropriate behaviors with minors and/or student-athletes at any of our affiliated sites is at best unethical, and at worst illegal. Similarly, fraternizing with or dating adult student-athletes or clinical instructors is strongly discouraged.

Procedure: Any student who is suspected of being in violation of this policy will be given a written warning by either the CEC or PD that shall include a specific description of the infraction and instructions regarding reconciliation. Students who continue to violate this policy will be subject to disciplinary action that could include suspension from field experience and/or expulsion from the ATEP.

CONFIDENTIALITY

Policy: All information concerning athletes and/or patients must be strictly confidential. Violation of this policy will result in disciplinary action that may include termination from the ATEP.

Procedure: Each ATEP student is required to review and sign the Student Oath of Confidentiality found using the following link:

http://faculty.une.edu/cas/wlamarre/images/stories/oath%20of%20confidentiality.doc

It is the responsibility of the student to submit proof of this acknowledgment to the program office.
DRESS CODE

Students enrolled in the Professional Phase of the ATEP are expected to dress professionally when attending field experience sites and/or ATEP-sponsored events (e.g., guest lectures, practical examinations, community outreach events). Specifically, students should:

1. Wear a UNE ATEP polo shirt whenever possible (the program purchases one shirt per student per year in the professional phase of the program).
2. Wear a collared shirt in good condition when an ATEP polo shirt is unavailable.
3. Keep all shirts neatly tucked.
4. NOT wear blue jeans, cut-offs, jean shorts, or shorts that are unreasonably short.
5. NOT wear skirts, tank tops, or any other clothing that inhibits movement.
6. NOT wear sandals, flip flops, or other open-toed shoes. Athletic or dress shoes are preferred.
7. NOT wear hats in the athletic training room or other indoor facilities. Hats that are in good condition and in good taste may be worn outdoors.
8. Wear the program-provided nametag when visiting clinical settings (with the exception of athletic training rooms, unless required by the site supervisor).

In general, students should dress as a respected member of the athletic training profession at all times when representing the UNE ATEP.

Any student who arrives at an affiliated site or ATEP event unprofessionally dressed may be asked to leave and may be referred to the Clinical Education Coordinator or Program Director for disciplinary action that could include suspension from field experience or expulsion from the ATEP.

SECTION TWO

ADMISSION REQUIREMENTS: PRE-PROFESSIONAL PHASE

The University of New England ATEP employs a two-tiered admissions process that consists of a pre-professional phase and a professional phase. High school seniors and transfer students from other institutions must meet the minimum requirements for admission/transfer as published by the UNE Admissions Office. More information can be found using the following link:

http://www.une.edu/admissions/undergrad/requirements.asp

Once accepted into the major, students may apply to the professional phase of the program at the end of their first year of matriculation. Please refer to the “Admission/Retention Requirements: Professional Phase” for more information about this process.

ADMISSION REQUIREMENTS: PROFESSIONAL PHASE

Because of the field-experience component of the Professional Phase of the ATEP, all first-year and transfer students are required to undergo a competitive, secondary admissions process during the second semester of their first year. Please refer to the following link for the minimum requirements for admission to the Professional Program:

http://www.une.edu/registrar/catalog/0809/undergrad/majorath.asp

PLEASE NOTE THAT THE NUMBER OF STUDENTS ADMITTED TO THE PROFESSIONAL PHASE OF THE PROGRAM ON AN ANNUAL BASIS IS DICTATED BY THE NUMBER OF AVAILABLE FIELD EXPERIENCE SITES AND MAY VARY SLIGHTLY FROM YEAR TO YEAR. PLEASE CONTACT THE PROGRAM DIRECTOR FOR MORE INFORMATION.
TECHNICAL STANDARDS FOR ADMISSION: PROFESSIONAL PROGRAM

Please refer to the following link for information regarding the Technical Standards for Admission to the Professional Phase of the ATEP:

http://www.une.edu/registrar/catalog/0809/undergrad/majorath.asp

All students applying for admission to the Professional Phase of the ATEP are required to submit proof of receipt and comprehension of these standards as part of the secondary admissions process. Compliance with the Technical Standards does not guarantee eligibility for the NATABOC Certification Examination.

RETENTION & PROGRESSION REQUIREMENTS: PROFESSIONAL PROGRAM

Please refer to the following link for published information regarding the retention & progression requirements for the Professional Phase of the ATEP:

http://www.une.edu/registrar/catalog/0809/undergrad/majorath.asp

ACADEMIC MASTER PLAN

The Athletic Training Education Program (ATEP) is housed in the College of Health Professions, which has a rich history of allied health education. The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and is based on the National Athletic Trainers’ Association Education Council’s Athletic Training Educational Competencies (4th edition). Students enrolled in the program are exposed to a blend of courses that are both theoretical and practical in design encompassing a variety of disciplines. The academic master plan is best described in two components: Pre-professional and Professional.

The Pre-Professional Phase involves the first year of matriculation. Core Curriculum courses in biology, humanities, social-behavioral exploration, and environmental issues are combined with ATC 100, Introduction to Athletic Training, and PEC 150, CPR/First Aid for the Professional Rescuer w/AED, and EXS 120 Personal Health & Wellness. The goals of the athletic training courses at this level are to introduce the student to the profession of athletic training and provide an opportunity to develop skill in several athletic training educational competencies, such as prophylactic taping and emergency medical techniques. Additionally, students are introduced to the basic tenets of personal health and wellness, such as nutrition, cardiovascular disease risk factors, and the importance of exercise. The year serves to establish a culture within the major for our level-one students as they begin to observe and assimilate the professional behaviors demonstrated by upper-level students and professional staff members. A better understanding of the passion for and dedication to the field of athletic training is conveyed, and an appreciation for the historical foundations of the profession is inculcated.

ATEP students enter the Professional phase of the program through a secondary process that begins with application and an interview with program faculty during the spring semester of the first year. Once accepted, second-year students are introduced to concepts in anatomy, physiology, pathophysiology, and prevention and risk management in courses such as BIO 208 and BIO 209 Anatomy & Physiology I and II, ATC 333 Human Gross Anatomy, EXS 210 Fundamentals of Nutrition, and ATC 101 Prevention and Care of Athletic Injuries. These courses help the student establish an understanding of the skeletal, muscular, and nervous systems of the body, placing an emphasis on the concept of homeostasis and how exercise and activity can upset this balance. They also serve to document the focal point of the second year — establishing a strong knowledge of anatomy and physiology and the introduction of pathology. Defining what is “normal” allows our students to become critical thinkers later in the important and challenging third year of the curriculum. The clinical education course sequence begins in the second year with ATC 299A Clinical Experience I and ATC 299B Clinical Experience II, and allows for the practice and evaluation of many of the clinical proficiencies delineated as part of the second-year experience.

The third year is the most important year of the ATEP academic master plan. The students have spent the first two years establishing a foundation of knowledge and technical skill. The third year focuses on the application of these concepts and skills in subject areas including injury assessment, injury management, and performance enhancement. The instructor and/or Approved Clinical Instructor (ACI) has the opportunity to evaluate for proficiency in a contextual setting, providing the student with the chance to demonstrate a set of discrete technical skills again in a different setting. This allows for
maturation of thought and skill development. This design is modeled from the Modular Approach proposed by Starkey, Koehneke, Sedory, and Turcotte. Courses such as ATC 302 Assessment of Athletic and Orthopaedic Injuries I, ATC 304 Assessment of Athletic and Orthopaedic Injuries II, EXS 340 Concepts of Strength & Conditioning, and EXS 310 Kinesiology and Biomechanics include discussion and demonstration of injury assessment and management.

The ATC 302 and 304 series is a six-credit continuation course that explores the assessment of athletic injuries and illnesses for all the major peripheral joints of the body as well as the head and neck. The didactic portion of the course introduces the injury patterns and etiology of a particular joint, and the assessment of a particular injury from history to special tests. Special attention is given to the predisposing health of the athlete (a concept encountered in the previous year), differential evaluation, appropriate referral protocols, and proper medical documentation.

The clinical education coursework of the junior year provides the best example of our integrated curriculum. ATC 399A Clinical Experience III and ATC 399B Clinical Experience IV are courses typically team-taught by the faculty and ACIs of the ATEP. Instructors from ATC 302 and ATC 304 as well as previous clinical experience courses (ATC 299A, ATC 299B) develop the content for the demonstration, practice, and evaluation of the assigned skill sets. This method ensures a continuum of a critical thinking as well as a variety of contextual settings.

Finally, the third year in the program introduces the student to the formal methods of research in physical activity (ATC 420 Research Methods), and allows them to become critical consumers of medical literature in addition to providing the perfect venue for undergraduate research. By interjecting this course in the third year, the ATEP can provide ample time for interested students to develop a research plan, secure IRB approval if necessary, and collect data throughout the remainder of their tenure at the UNE.

The fourth and final year incorporates a focus of integration and assimilation. Formal coursework includes ATC 430 Therapeutic Modalities, ATC 450 Medical Aspects of Sport, ATC 480 Administration of Athletic Training Programs, ATC 440 Rehabilitation of Orthopaedic Injuries, and ATC 495 Seminar in Athletic Training. Again in a modular format, students build upon knowledge and skill developed in earlier coursework to manage a program (ATC 480) or an injury or illness (ATC 430, ATC 440, and ATC 450). An example of this modular approach follows:

- A student would be introduced to the concept of the inflammatory process in ATC 101 Prevention and Care of Athletic Injuries in the second year of the program. The signs and symptoms would be discussed relative to prevention and risk management. A written test or quiz would help establish a level of understanding.

- The previous knowledge would then be applied and evaluated again in ATC 302/304 Assessment of Athletic Injuries I/II in the third year. The student would have to demonstrate how to evaluate the process of inflammation and the effect it might have on the body and/or the activity. S/he would also be assessed on her/his ability to acutely manage this injury in this particular contextual setting. This evaluation tool would most likely be a practical evaluation.

- The senior athletic training student would then be challenged to integrate the knowledge of assessment and acute management with rehabilitation and proper referral patterns. The ATC 430/ATC 440 student would be asked to develop a systematic modality/rehabilitation plan for an injury they have been exposed to ATC 302/304. The ATC 450 student would have to delineate the signs and symptoms of a pathological condition such as anemia against those indications of injury and illness learned in the assessment series of the junior year.

The senior-level evaluation tools include student reflection, case studies, and practical exams. This amalgamation of thought and skill throughout four years is congealed in ATC 495 and develops a student who is prepared to challenge the NATABOC examination and practice the art and science of athletic training. Most importantly, the combination of major-specific coursework and a solid foundation in the liberal arts produces a student who can critically think, effectively speak, and competently write.
CURRICULUM PLAN
Please use the following link to view a sample curriculum plan:

http://www.une.edu/cas/esp/atep/sample.asp

PARTICIPATION IN VARSITY ATHLETICS
Please use the following link to access the ATEP’s policy regarding students’ participation in varsity athletics:

http://www.une.edu/cas/esp/atep/policy.asp

ACADEMIC ADVISING
Each student is assigned to a faculty advisor at the time of enrollment into the program. This person continues as the advisor for the duration of student’s time in the Department, unless the student or advisor requests a change through the Department Chair.

For more information about academic advising policies and procedures, please use the following link:

http://www.une.edu/cas/advising/

ACADEMIC SUPPORT SERVICES
Students with Learning Style Challenges
The University of New England ATEP will make every effort to reasonably accommodate students with learning style challenges. Students should notify the Office of Disability Services (DS) and their instructor(s) of any special needs within the first week of class. Timely accommodations are dependent on early registration with DS.

Learning Assistance Center
Learning Assistance Services, a department within Student Support Services, provides a comprehensive array of academic support including placement testing, courses, workshops, tutoring and individual consultations. The goal of Learning Assistance Services is to assist students to become more independent and efficient learners, so that they are able to meet the University’s academic standards and attain their personal educational goals.

UNDERGRADUATE PROGRAMS ADMINISTRATIVE SERVICES AND POLICIES
To access this area of the UNE Catalog, please use the following link:
SECTION THREE

CLINICAL EDUCATION

Students enrolled in the Athletic Training Education Program (ATEP) at the University gain valuable clinical experience under the supervision of Certified Athletic Trainers and other qualified healthcare providers beginning in their second year of matriculation. After successfully completing coursework in Basic Athletic Training, First Aid, and CPR, students may apply to the professional component of the program and begin their six-semester progression through the Clinical Experiences course sequence. Each course is a full-semester and has specific educational objectives that are derived from the National Athletic Trainers’ Association Athletic Training Educational Competencies (4th edition). Clinical Experiences I and II establish fundamental knowledge and skill base in areas such as emergency management of catastrophic athletic injuries, proper fitting and use of protective and prophylactic equipment, anthropometric measurement, advanced taping and wrapping techniques, and basic evaluative skills such as goniometry. The primary goal of this second year is to prepare students for the important third year of the program.

Clinical Experiences III and IV coincide with the lecture-based courses Assessment of Athletic and Orthopaedic Injuries I and II. Students are introduced to, allowed to practice, and evaluated on the various clinical proficiencies related to athletic injury evaluation. Additionally, they are encouraged to revisit and refine the skill set obtained in the second year.

The last two Clinical Experiences courses, V and VI, provide an opportunity for senior-level students to fully integrate prior knowledge and skills associated with injury assessment and rehabilitation with new information related to the use of therapeutic modalities (ultrasound, electrical muscle stimulation, etc.). The focus of these last two courses is the refinement of clinical skills as the students prepare to graduate and sit for the NATABOC certification examination. Vocational skills such as résumé construction, cover letter writing, and effective interviewing are also included in Clinical Experiences VI.

FIELD EXPERIENCE

Once accepted into the Professional Phase of the UNE ATEP, students begin their six-rotation progression through the field experience plan. Each rotation is a full-semester assignment and has specific educational objectives that must be met to allow further progression. This means that the field experience component of the ATEP here at UNE is a full, three-year commitment. In conjunction with the Clinical Experiences course progression, each student is required to complete a minimum of 160 hours under the direct supervision of a UNE-Approved Clinical Instructor per semester, averaging between 10 and 20 hours per week. This provides each student with the opportunity to graduate with over 1500 hours of athletic training experience.

Rotations I and II (Prevention and Care of Athletic Injuries and Equipment Intensive Sports, respectively) coincide with clinical proficiencies assigned to the Clinical Experiences I and II courses and focus on providing the foundation for further knowledge and skills learned in the third year.

The Lower Extremity Injuries (III) and Upper Extremity Injuries (IV) rotations provide application for knowledge and skills learned in Assessment of Athletic and Orthopaedic Injuries I and II, and Clinical Experiences 3 and 4. At this level, students are expected to begin applying skills obtained in prior courses to new information about athletic injury assessment.

The last two rotations, Rehabilitation of Athletic and Orthopaedic Injuries (V) and General Medical Aspects of Athletic Healthcare (VI), provide an opportunity for the senior athletic training students to fully integrate prior knowledge and skills with proficiencies taught and practiced in Clinical Experiences V and VI. They also allow students to experience the latest in rehabilitation and medical science in preparation for graduation. Rotation VI places them in various settings with a wide variety of allied healthcare providers such as physicians, physician assistants, nurses, and physical therapists in settings that include hospitals, outpatient sports medicine clinics, and physical therapy centers.
Evaluation of student performance occurs at all levels of the field experience plan, with Approved Clinical Instructors (ACIs) evaluating professional behaviors and clinical proficiency, and Clinical Instructors (CIs) assessing professional behaviors only. Formative evaluations are done at the mid-semester point of the rotation, followed by a graded, summative evaluation at the close of the semester. The grades are then incorporated into the overall grade for the corresponding Clinical Experiences course. Additionally, progress is monitored through the use of Journaling in which students are asked to reflect on their learning in a confidential dialogue with the CEC.

Students are also given the opportunity to provide ATEP faculty with formative evaluations of their supervising ACI and site. The Clinical Education Coordinator and Program Director strongly consider student feedback when making decisions about the addition/retention of affiliated sites and ACIs.

AFFILIATED SITES
The ATEP is very fortunate to have a wide variety of clinical sites in Southern Maine available for field experience. For a list of current sites, please use the following link:

http://www.une.edu/cas/esp/atep/default.asp#sites

TRANSPORTATION
Because the ATEP employs multiple off-campus sites for field experience, each athletic training student admitted to the Professional Phase of the program must have her/his own transportation. Although every effort is made to accommodate students with extenuating circumstances (in-season athletes are commonly assigned to the UNE Athletic Training Room, for example), driving distances/times of 30 miles/40 minutes are not uncommon. Any student who is having difficulty attending her/his field experience site should contact the Clinical Education Coordinator.

SUPERVISION
In order to insure athlete/patient safety, athletic training students assigned to field experience will be directly supervised by an ACI or CI as designated by the ATEP. On such occasions when the ACI or CI may leave the students unsupervised (e.g., to tend to an athlete on another field) the athletic training students may only provide medical care in accordance with their training in First Aid and Emergency Cardiac Care.

PATIENT HEALTH AND SAFETY
Policy: In the interest of protecting the health and safety of both the athletic training student and the patient, no student formally enrolled in the Professional Phase of the ATEP will attempt to apply and/or perform a technique/skill/modality to a patient before receiving formal instruction and evaluation of the technique/skill/modality in a controlled, didactic or clinical setting by a qualified CI/ACI.

Procedure:
1. The Clinical Education Coordinator (CEC) will provide each student with documentation of the psychomotor skills that correspond to her/his level in the program at the beginning of each field experience rotation.
2. Each student will receive formal instruction of the skills as part of the didactic and clinical coursework in the curriculum per the Competency and Proficiency Matrix.
3. Each student will be given the opportunity to practice the skills on peers and/or athletic training faculty under the supervision of a qualified CI/ACI.
4. Each skill will be evaluated by a qualified CI/ACI. Proof of successful performance of the skill will be documented, signed, and dated by a qualified CI/ACI.
5. Documentation of successful performance of the skills will be provided to the supervising CI/ACI by the CEC and/or the student.
6. Any student who is suspected of being in violation of this policy will be given a written warning by either the CEC or Program Director that shall include a specific description of the infraction and instructions regarding reconciliation. Students who continue to violate this policy will be subject to disciplinary action that could include suspension from field experience and/or expulsion from the ATEP.
FIELD EXPERIENCE PROCEDURES AND RESPONSIBILITIES

Once a student has been admitted into the Professional Phase of the ATEP, s/he will be assigned to an Approved Clinical Instructor (ACI) before the start of each semester. Once assigned, it is the student’s responsibility to do the following:

1. Contact the ACI as soon as possible to set a meeting.
2. Review her/his schedule with the ACI and establish days/times for participation at the site.
3. Review the Educational Objectives for the assigned rotation with the ACI.
4. Arrive on time, dress appropriately, and behave professionally at all times.
5. Inform the ACI of scheduled absences at least two weeks in advance, and unscheduled absences 24 hours in advance, whenever possible.
6. Communicate with the ACI as s/he would an employer.
7. Assume full responsibility for the learning that takes place during the rotation.
8. Report any issues/situations that could negatively affect the learning experience to the Clinical Education Coordinator.
9. Serve as a mentor for underclassmen assigned to the same site.

Any student who fails to meet expectations for comportment and/or clinical progression will be subject to administrative action using the following procedure:

1. The ACI will discuss the situation with the student directly about the specific behaviors that require correction and expectations for resolution. If no resolution is achieved;
2. The ACI will contact the student and the Clinical Education Coordinator (CEC) in writing about the infraction and the student will be required to meet with the CEC and to discuss the situation and outline specific goals for restitution. A photocopy of these goals will be placed in the student’s file. If no resolution is achieved;
3. The student will be suspended from field experience rotation until such time as the situation can be resolved satisfactorily. The student will be referred to the Program Director for disciplinary action that may include expulsion from the ATEP.

FIELD EXPERIENCE WORKLOAD

Policy: Each Athletic Training Student will be afforded the opportunity to apply her/his knowledge and skills under the direct supervision of a qualified CI/ACI through a series of six field experience clinical rotations. Each rotation is a semester in length and is inextricably tied to a corresponding Clinical Experiences course. Successful completion of each course requires the student to obtain a minimum of 10 hours per week and 160 hours per semester at her/his affiliated site. In accordance with federal workstudy guidelines, no student will be allowed to exceed 20 hours per week at her/his site while enrolled in formal ATEP coursework. Similarly, no student will exceed 275 hours per semester while completing the requirements for a field experience clinical rotation. The number of hours spent at an affiliated site shall not factor into a student’s grade, provided that s/he has met the minimum weekly/semester requirement. Lastly, each student will be required to take a minimum of one relief day per calendar week from an assigned field experience rotation.

Procedure:

1. Each student will submit a signed, dated Attendance Agreement to the Clinical Education Coordinator (CEC) at the beginning of each field experience rotation.
2. Each student will submit Biweekly Clinical Hours Logs to the CEC that document the number and distribution of hours spent at her/his affiliated site. All logs must be reviewed and endorsed by the supervising CI/ACI.
3. Any student who is suspected of being in violation of this policy will be given a written warning by either the CEC or PD that shall include a specific description of the infraction and instructions regarding reconciliation. Students who continue to violate this policy will be subject to disciplinary action that could include suspension from field experience and/or expulsion from the ATEP.
SECTION IV

STATEMENT OF RECEIPT AND UNDERSTANDING
Please use the following link to access the Statement of Receipt and Understanding. Once you have read the Student Handbook, please print the statement, sign and date it, and submit it to the program office (Decary 334). It is the responsibility of the student to submit proof of this acknowledgement to the program office.

http://faculty.une.edu/cas/wlamarre/images/stories/statement%20of%20receipt%20and%20understanding.pdf