

Column: AT Education Listserv Highlights

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The following is a brief review of selected topics discussed on the Athletic Training Education listserv. It is not necessary to be a member of this listserv to access the archived messages and discussions. To view this listserv, go to: http://health.groups.yahoo.com/athletic_training_education. To post messages you must join the listserv (see instructions below).

Number of AT Students to "One" ACI (April 17, 2006 – 9 postings)

Programs were asked provide the maximum number of AT students assigned to one ACI in the various clinical education settings. According to Leone, J., Wagner, R., and Gray, K. (2004) their 2003-2004 survey results (N=68 program) reported a 5:1 (ATS:ACI) ratio in practices. Schools indicated that they never exceed a ratio of 2:1, while several sites only have a 1:1 ratio like other health professions. Two additional respondents indicated that they do not exceed a ratio of 4-5:1, but didn't provide the specific sports/sites for these ACIs. Below are numbers provided from other subscribers:

a.	Sports Medicine Clinic	1
b.	High School Athletics	1-2
c.	Industrial	
d.	College	
(1)	Baseball/Softball:	2
(2)	Basketball (M/W)	2-3
(3)	Football	1-4
(4)	Gymnastics (M/W)	
(5)	Ice Hockey (M/W)	2
(6)	Soccer (M/W)	2-3
(7)	Swimming and Diving (M/W)	2
(8)	Tennis (M/W)	1-2
(9)	Track and Field (M/W)	2-3
(10)	Volleyball (M/W)	2
(11)	Wrestling	2-3
e.	Hospital	1
f.	Orthopedics	1

ACI Responsibilities and Compensation (April 10, 2006 – 6 postings)

Some schools do not compensate their athletic trainers for their clinical instructor responsibilities. However, they do provide CEU opportunities on campus or the ability to take academic courses at the sponsoring institution.

One school's ACIs are on a 66% academic/34% academic load, have the academic rank of instructor, and receive the same benefits, rights and privileges as others of this rank. A second school is 75% athletics/25% academics and the ACIs on campus all get paid to teach extra courses. Another program's academic faculty are given the athletic rank of assistant athletic trainer and are given team assignments.

Profile of Clinical Coordinator Positions (March 8, 2006 – 9 postings)

Programs were asked to provide their input for their clinical coordinator positions. The responsibilities of the CC involved mostly teaching and administration, while some also required a sports team assignment and research (for tenure track positions).

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| a. | Degree required: | Master = 4 | Doctorate = 3 |
| b. | Tenure-track position: | Yes = 4 | No = 3 |
| c. | Course load per semester or year: | 3-9 hours /term | |
| d. | Administration release time/term: | 3-5 hours/term or 25% | |

ATS vs. Professional Rescuer (March 8, 2006 – 8 postings)

A true story was given about an athletic training student who was off-season exercising when his fellow student-athlete suddenly became unconscious due to hypoglycemia with dehydration. The ATS was a trained professional rescuer, yet was not able to perform the "skills" except for activating the emergency care plan by contacting a CPR certified coach and the ATC. Don't students have a duty to act?

According to the Professional Rescuer Manual, the "duty to act" applies when someone is "on duty." If the student was simply on an emergency site without any duty, he is not required by any case laws, job, etc. to act. First Aid for Colleges and Universities (8th) states the legal obligation to give care in three types of situations: (1) a preexisting responsibility already established and legally binds you to give aid (i.e., parent to child), (2) when employments requires it (i.e., lifeguard, coach, ATCs), or (3) when first aid has begun – after starting care, you must continue or risk being charged with abandonment. Another thought may be a distinction between a legal duty (i.e., duty to act) and a moral or



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ethical duty. The duty to act may also vary based on the state's Good Samaritan Law. Students need to trust their skills and, when necessary, they should feel comfortable to act when there is no supervisor present.

We may not provide assistance in some situation because there are other qualified personnel present to provide the care. Sometimes there may simply be the duty to assist, which is also an important responsibility. Never the less, we have to remember that these can be very teachable moments because, fortunately, they do not happen very often. The educational components consist of the professional rescuer skills and emergency action plan.

There are also polls available on the AT Education Listserv. Below are poll results:

1. How are most of your staff ATCs employed to teach full term AT courses?
 - a. Part of their athletic/school contract (no extra pay): 52%
 - b. Hired as adjunct or part-time (extra pay): 27%
 - c. Volunteer their time: 0%
 - d. Do not teach AT courses in ATEP: 19%