

chatham UNIVERSITY

Masters of Science in Athletic Training 2020-2021 Student Handbook

Chatham University is currently seeking accreditation for their new Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on July 1, 2020.

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Chatham University
Master of Science in Athletic Training
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Chatham University Sites & Preceptors

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All preceptors hold current national certification and state licensure

Section I: Program Introduction

Introduction

Chatham University Mission.

Chatham University prepares its students to build lives of purpose, value, and fulfilling work. Through professional skill development and liberal arts learning, Chatham prepares its graduates to be informed and engaged citizens in their communities; to recognize and respect diversity of culture, identity, and opinion; and to live sustainably.

Chatham University Vision Statement.

Chatham University will be recognized as an outstanding private university whose graduates are sought-after leaders and professionals committed to building a more equitable, healthy, and sustainable global future.

Chatham University Master of Science in Athletic Training Mission.

The mission of the Masters of Athletic Training Program at Chatham University is to provide effective graduate education, scholarship, and service to our students preparing to be evidence-based health care clinicians that work in interdisciplinary teams to treat patients throughout their lifespans. Students in the Athletic Training Program are provided with a curriculum inclusive of didactic and laboratory instruction and immersive, and inter-professional clinical experiences.

Chatham University Master of Science in Athletic Training Vision Statement

The Chatham University Master of Science in Athletic Training Program will be nationally recognized for its evidence based didactic and clinical education to prepare students to be critically reasoning, evidenced based practitioners, who serve to advance the profession by strongly advocating for the best patient care in interdisciplinary environments.

Chatham University and MSAT Purpose

The mission of Chatham University and the Master of Science in Athletic Training (MSAT) program align in many ways and create a seamless partnership in developing students, into engaged, respectful and culturally competent citizens. The MSAT program provides opportunities to work with culturally diverse patient populations across the lifespan in a variety of settings. Students will be exposed to the importance of interprofessional collaboration in the academic and clinical

settings in order to better understand healthcare, respect the diversity of culture, identity and opinion. Graduates will be engaged in advocating for the athletic training profession and for patient access, and comprehensive care.

Accreditation

Chatham University is currently seeking accreditation for the athletic training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution submitted the self-study to begin the accreditation process on July 1, 2020. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states. The program anticipates a spring 2021 accreditation site visit which, if successful, would allow students to be eligible to sit for the Board of Certification to become a certified athletic trainer.

Program Goals and Objectives

Goal 1: Provide educational experiences tailored to developing the cognitive, behavioral and psychomotor skills necessary for successful Athletic Training practice.

Objective 1.1: Demonstrate evidence-based clinical decision making in the areas of prevention/screening, evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation.

Objective 1.2: Integrate the educational competencies and clinical proficiencies into patient care necessary for success as an entry level athletic trainer.

Objective 1.3: Display appropriate positive personal behaviors and professional attributes to meet the expectations of successful practice and future employment.

Objective 1.4: Demonstrate proficiency in the simulated and actual acute and emergency care of patients.

Objective 1.5: Apply concepts of prevention and health promotion in the care of patients.

Goal 2: Provide students a professional atmosphere promoting the ethical, legal, safe, culturally competent and effective delivery of healthcare services in interdisciplinary teams that meet and respect the rights and well-being of the patients.

Objective 2.1: Demonstrate proficiency in the interdisciplinary approach to effective professional practice.

Objective 2.2: Display culturally sensitive and competent professional behavior toward individual and groups of patients.

Objective 2.3: Adhere to ethical and legal practice from the NATA Code of Ethics, BOC Standards of Practice, national, state, and institutional policies.

Objective 2.4: Display effective inter-personal and inter-professional communication skills with patients, members of the healthcare team and relevant stakeholders.

Objective 2.5: Engage in advocating for the profession, patient/clients and relevant communities in the public and legislative domains.

Goal 3: Provide educational experiences that support the development of administrative functions of healthcare practitioners and facilities.

Objective 3.1: Develop and execute administrative plans for budgeting, finance, cost control, and long-term planning.

Objective 3.2: Develop plans for emergency preparedness, legal adherence, principles of supervision and professional liability.

Objective 3.3: Apply principles of healthcare administration and delivery that complies with the legal, ethical and regulatory systems

Objective 3.4: Develop self-assessment skills and formulate an individualized career development plan.

Goal 4: Support the development of evidence based Athletic Training practice and application of evidence-based practice within the delivery of patient care.

Objective 4.1: Demonstrate proficiency in locating and critiquing peer reviewed medical research.

Objective 4.2: Develop and answer focused clinical questions using principles of evidence-based practice.

Objective 4.3: Understand principles of research including design, methodologies and statistical analysis and interpretation.

Objective 4.4: Demonstrate critical thinking and clinical decision-making skills based on the application of scientific evidence.

Goal 5: Promote effective oral and written communication necessary for patient and caregiver education, inter-professional practice and medical record documentation with a variety of constituents including patients, caregivers, peers, supervisors, third party payers, and other relevant healthcare professionals.

Objective 5.1: Demonstrate effective oral and written communication with patients, caregivers and support personnel.

Objective 5.2: Demonstrate effective oral and written communication with preceptors, supervisors and other healthcare professionals.

Objective 5.3: Demonstrate proficiency in written and electronic medical record documentation.

Objective 5.4: Create effective home management or care instructions for specific patient injuries or conditions.

Goal 6: Prepare students for the transition from individualized skill execution to encompassing autonomous practice through clinical education that provides a variety of patient exposures in differing settings.

Objective 6.1: Demonstrate proficiency in the necessary integrated clinical education competencies.

Objective 6.2: Execute proficiencies in authentic patient interactions.

Objective 6.3: Demonstrate the ability to alter treatment plans to a wide variety of patients based on the patient populations and employment settings.

Section II: Definition of Terms

Terms & Abbreviations

Allied Health Care Personnel: Physician Assistants, physical therapists, registered nurses, doctors of dental surgery, and other health care professionals, recognized by the AMA/AOA as allied health professionals, who are involved in direct patient care and are used in the classroom and supplementary clinical education experiences. These individuals may or may not hold formal appointments to the instructional faculty.

ATP: Athletic Training Program.

Athletic Training Student (ATS): Student enrolled in the Chatham University MSAT Program.

Bloodborne Pathogens: Pathogens found in blood and blood products. These include but are not limited to: HIV, Hepatitis B, and Hepatitis C.

Board of Certification (BOC): Governing body for professional certification of Athletic Trainers.

CAATE: Commission on Accreditation of Athletic Training Education.

Clinical Education: The application of knowledge, psychomotor and affective skills, learned in classroom and laboratory settings, to actual or simulated patient care under the supervision of a preceptor in a variety of clinical setting.

Clinical Experience: These are the formalized clinical experiences completed at clinical education sites during completion of the MSAT Program. These experiences must expose students to differing patient populations. Those clinical education experiences involve patient care and the application of athletic training skills under the supervision of a qualified instructor.

Clinical Education Hours: Hours obtained by an athletic training student for the completion of the requirements for graduation from the MSAT Program. Hours must be completed under the direct supervision of a preceptor. All clinical experiences must be approved by the assigned preceptor or the Coordinator of Clinical Education

Clinical Proficiencies: These are the common set of skills that must be mastered by each athletic training student and are expected of entry-level athletic trainers. Clinical proficiencies are taught in academic courses and reinforced during clinical experiences throughout the program. Whenever possible, the focus is on the clinical integrated proficiencies rather than performing isolated skills or tasks.

Clinical Site: Institutions, clinics, or other health settings not under the authority of the Chatham University but has an established affiliation agreement with the University to serve as a site used by the education program for clinical experiences.

Coordinator of Clinical Education (CCE): The full-time faculty member designated by the program as having the primary responsibilities for the coordination and maintenance of the clinical experience activities of the ATEP. These duties include maintaining site contracts, scheduling clinical site experiences and recruiting new sites.

Direct Supervision: Supervision during clinical experience. Supervision is based on a continuum allowing the student to move toward independence. The preceptor must be physically present and have the ability to intervene on behalf of the ATS and the patient.

Disciplinary Procedures: Procedure for formal review of disciplinary actions in the MSAT Program. This procedure also allows for appropriate appeals of action taken by the MSAT Faculty.

Eastern Athletic Trainers' Association (EATA): Organization of athletic trainers from NATA District I and District II who promote the field of athletic training in the Northeastern portion of the United States. States comprising District I of the NATA include all of the New England states. States comprising District II include Pennsylvania, New Jersey, New York and Delaware.

Educational Competencies: The Educational Competencies in Athletic Training define the educational domains used in preparing entry-level athletic trainers. Each domain is then further defined by a set of cognitive, knowledge and psychomotor competencies. Competencies are taught and evaluated multiple times in the didactic and clinical education components of the Athletic Training Students' education.

Electronic Medical Record: Method of recording patient medical history, treatment and rehabilitation which allows for medical information to be seamlessly shared across providers within the same healthcare organization.

Hepatitis B/C Virus (HBV/HCV): Viruses that cause inflammation of the liver which has been detected in almost all body fluids and secretions.

Human Immunodeficiency Virus (HIV): Bloodborne pathogen which potentially can be transmitted through blood contact and can cause AIDS.

Medical Director (MD): Pennsylvania Licensed Physician (MD or DO) who serves as a resource for the Program Director and ATP faculty regarding the content of the curriculum. There is no requirement for the Medical Director to participate in clinical education.

MSAT Program: Two-year graduate program at Chatham University housed within the Department of Movement Sciences and the College of Health Sciences.

National Athletic Trainers' Association (NATA): Governing body of Athletic Trainers throughout the United States.

Occupational Safety and Health Administration (OSHA) Guidelines: Federal regulations for employees whose jobs may put them at risk to bloodborne pathogens.

Pennsylvania Athletic Trainers' Society (PATS): Organization of athletic trainers who promote the profession of athletic training in the Commonwealth of Pennsylvania.

Practice Analysis: Formerly called the Role Delineation Study (RDS), this study is conducted by the Board of Certification (BOC) designed to develop the competencies necessary for the effective practice of an entry-level Certified Athletic Trainer.

Preceptor: A certified/licensed athletic trainer or physician who provides clinical education. Preceptors must be in good standing and hold current state and/or national credentials. Each preceptor must undergo continuing education from the ATP.

Program Director (PD): The full-time faculty member of the Department of Movement Sciences and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the ATP.

SOAP Note: Accepted procedure for recording, documenting, assessing and discharging physically active individuals who have been evaluated or treated by an athletic trainer.

Section III: Academic Program

Program Design

The Master of Science in Athletic Training is a five semester, 67 credit, fulltime degree program with clinical experiences imbedded within each of the five semesters. Course content is delivered through a variety of methods predicated on student centered and engaged learning. Methodologies include but not limited to: problem-based learning, case-based scenarios and laboratory sessions delivered face to face and via distance learning. Clinical experiences, including a 10 week fully immersive placement, are individually tailored to each student's interest as well as to provide depth and breadth of experiences to develop highly skilled, critically minded entry level professionals.

Curriculum Sequence

Semester 1	CR	Semester 4	CR
ATH 501 Therapeutic Modalities	4	ATH 517 Administration and Management (5-weeks)	3
ATH 512 Clinical AT I	3	ATH 515 Clinical AT IV (15 weeks)	4
ATH 500 Prevention/Care of Emergency Medical Conditions	3	ATH 508 Introduction to Pharmacology (5-weeks)	2
ATH 502 Introduction to Professional Practice	2	ATH 510 Research Seminar II (5-weeks)	1
ATH 503 Ortho Assessment	4	Total	10
Total	16		
Semester 2	CR	Semester 5	CR
ATH 506 Therapeutic Interventions I	4	ATH 519 Advanced Topics in AT	3
ATH 513 Clinical AT II	3	ATH 516 Clinical AT V	3
ATH 505 Medical Management of Athletic Populations	3	ATH 520 Certification Preparation	1
PSY 530 Intro to Sport & Exercise Psychology	3	ATH 522 Healthcare Delivery	3
ATH 504 Ortho & Neuro Assessment	4	ATH 511 Research Seminar III	1
Total	17	Total	11
Semester 3	CR		
ATH 507 Therapeutic Interventions II	4		
ATH 518 Optimizing Athletic Performance	3		
ATH 514 Clinical AT III	2		
ATH 521 Advanced Sports Nutrition	3		
ATH 509 Research Seminar I	1		
Total	13		
Cumulative Total	46		67

Program design and information can also be found at <https://www.chatham.edu/athletic-training/curriculum.cfm>

Upon gaining accreditation from the CAATE, the Chatham University MSAT Program is designed to meet all academic and clinical requirements to allow students who successfully complete the program to sit for the Board of Certification (BOC) Examination in order to become a Certified Athletic Trainer (ATC).

MSAT Admission

Admission requirements to the Master of Science in Athletic Training program are dependent on the program track that applies to you. To review admission requirements, please select if you are a current Chatham undergraduate student interested in the 3+2-degree option or if you already hold a bachelor's degree and are interested in the traditional master's program from the options below.

Guaranteed admission into the Master of Science in Athletic Training 3+2 program is dependent on enrollment in Chatham's accelerated Bachelor of Science in Exercise Science.

Integrated Degree Program (IDP)

Guaranteed Admission

Current Chatham undergraduate students who obtained guaranteed admission into the Master of Science in Athletic Training 3+2 program as incoming first year students are required to complete all of the coursework for the [Exercise Science](#) degree and a total of 105 undergraduate credits by the end of their junior year. In addition, they need to document and/or submit the following by December 1 of their junior year:

- Student must achieve a minimum high school GPA of 3.0 and a 1010 SAT (old scale) or 21 ACT
 1. IDP Intention Form
 2. An overall GPA of 3.0
 3. Documentation of 40 hours of clinical observation under the supervision of a certified athletic trainer (successful completion of EXS104 will fulfill this requirement) OR submit a short writing sample highlighting the following; why you want to be an athletic trainer, what does an athletic trainer do, lastly, where do athletic trainers work - please address traditional jobs/settings and the evolution of the profession into non-athletic settings (300-word limit).
 4. Successful completion of an on-campus interview

*As a result of your guaranteed admission status, you are not required to submit GRE scores

Preferred Admission

Current Chatham undergraduate students who obtained preferred admission into the Master of Science of Athletic Training 3 + 2 program as incoming first year students are required to complete all of the coursework for the [Exercise Science](#) degree and a total of 105 undergraduate credits by the end of their junior year. In addition, they need to document and submit the following by December 1 of their junior year. Students are guaranteed an interview if they have a 3.0 or better overall GPA.

1. IDP Intention Form
2. Preference given for an overall GPA of 3.0
3. Documentation of 40 hours of clinical observation under the supervision of a certified athletic trainer (successful completion of EXS104 will fulfill this requirement) OR submit a short writing sample highlighting the following; why you want to be an athletic trainer, what does an athletic trainer do, lastly, where do athletic trainers work - please address traditional jobs/settings and the evolution of the profession into non-athletic settings (300-word limit).
4. Two letters of recommendation
 - a. One letter from a certified/licensed athletic trainer
 - One letter from an academic advisor or instructor or any health science professional (may be another certified/licensed athletic trainer)
5. GRE score
6. Successful completion of an on-campus interview

Traditional Admission

Students from any undergraduate major or undergraduate institution may apply for admission to this graduate program. In order to be considered for admission, the following are required:

Chatham Graduate Application or [online application through ATCAS](#)

1. A baccalaureate degree (or pending degree) from a regionally accredited four-year institution
 - Official transcripts from all institutions where the student has taken courses. Preference is given to students with an overall GPA of 3.00 or higher (Any student with a GPA below 3.0 may be considered for conditional admission.)
2. Documentation of 40 hours of clinical observation under the supervision of a certified athletic trainer OR submit a short writing sample highlighting the following; why you want to be an athletic trainer, what does an athletic trainer do, lastly, where do athletic trainers work - please address traditional jobs/settings and the evolution of the profession into non-athletic settings (300-word limit).
3. Two letters of recommendation:
 - One letter from a certified/licensed athletic trainer
 - One letter from an academic advisor or instructor or any health science professional (may be another certified/licensed athletic trainer)
4. Completion of the following courses (or their equivalents) with grades of C or better:
 - Human Anatomy with lab*
 - Physiology*
 - Statistics
 - Biology I with lab
 - Chemistry I with lab
 - Physics I with lab
 - Developmental Psychology or Lifespan Development or a combination of developmental psychology courses to cover the lifespan – birth to death

*Anatomy and Physiology I and II with labs can substitute for Human Anatomy with lab and Physiology

6. Successful completion of an interview
 - Applicants will be invited to complete an on-campus or virtual interview

Admission is determined based on the following criteria:

- Overall Grade Point Average (20%)
- Pre-Requisite Grade Point Average (20%)
- Observation Hours (10%) – must be completed with a certified/licensed athletic trainer
- Recommendations (10%)
- Essay (10%)
- Interview (20%)

Required Immunizations and Clearances

Prior to the start of the clinical education experiences, each student must submit the following to the Athletic Training Education Department.

Proof of vaccinations:

- titers for MMR, Hepatitis B, and varicella
- titers for polio or proof of three polio vaccinations
- tetanus and diphtheria immunization within the last 10 years

Proof of negative 2 step TB (PPD) skin test within the last year

Proof of current CPR certification

Completion of Bloodborne Pathogen Training via Hoonuit on My Chatham

Completion of Introduction to HIPPA for Covered Entities via Hoonuit on My Chatham

Successful completion of the following: FBI Clearance (ACT 114); Pennsylvania Criminal Record Check (ACT 34); Pennsylvania Child Abuse History Clearance (ACT 33); Pennsylvania Child Abuse Clearance (ACT 151); Mandated Reporter Training (ACT 126)

- ACT 114 - FBI Clearance: Register at <https://www.identogo.com/locations>
Register for the Department of Education FBI Clearance through the Universal Enrollment Platform. The service code is 1KG6XN. Take your receipt and a valid photo id to the fingerprinting site. Once you have registered and had your prints scanned, please return your registration id number (PAE number) to Athletic Training Department.
- ACT 34 - Pennsylvania Criminal History Check – <https://epatch.state.pa.us/Home.jsp>
Please use the website for this clearance.

Go to “New Record” and follow the instructions through to the certification page. Once the Search Results Table appears, click on the Control Number. Write the number down for later. Once the Record Check Details page is opened, click on the Certification Page to access your official Clearance. The Record Check Details page is only a receipt and not acceptable as a ‘clearance’. Print 2 Certification Pages, 1 for you and one for your Student File.

- ACT 151 – Pennsylvania Child Abuse Clearance – Apply online at <https://www.compass.state.pa.us/CWIS>
- Completion of ACT 126 Mandated Reporter Training - Please provide a copy of the certificate documented you have completed the training OR if you have not completed the training, go to www.reportabusepa.pitt.edu. Once the training is complete, submit a copy of the certificate to the Athletic Training Education Department.

Chatham University Athletic Training (AT) students may be required to have a urine drug screening prior to the start of and during a clinical experience if mandated by individual sites to maintain a safe and healthy workplace.

Fees

Below is a summary of costs that the student can expect to spend during an academic associated with the program (this list is not inclusive):

*All costs subject to change

Textbooks and Course Materials/Fees	<ul style="list-style-type: none"> • \$200-300 per semester • Book list will be provided upon acceptance into the MSAT program
Professional Fees	<ul style="list-style-type: none"> • \$250 per semester (5 semesters)
Deposit	<ul style="list-style-type: none"> • \$500 • Required to hold spot in program • Will be applied to
NATA Associated Costs	<ul style="list-style-type: none"> • NATA Non-certified Student Membership (\$65-\$85 annually) • ATrack Subscription (\$45 annually or \$80 lifetime)
Professional Malpractice Insurance	<ul style="list-style-type: none"> • \$20-\$30 per year • Student responsibility • Optional
Criminal Background Investigations	<ul style="list-style-type: none"> • Federal: \$23.85 per year* <ul style="list-style-type: none"> ◦ Must have fingerprinting for this application • State: \$22 per year • Child Abuse Clearance: \$13 per year
Uniforms	<ul style="list-style-type: none"> • Attire (e.g., dress slacks, dress jacket, etc.) will vary according to the clinical assignment and will be the responsibility of the student to purchase (if needed). Minimum required 2 MSAT polo shirts (\$55) • Name badge (\$13.00)
Immunizations	<ul style="list-style-type: none"> • Cost is dependent on which the student may be missing • Student responsibility
Drug Testing	<ul style="list-style-type: none"> • Based on the clinical site rotation, students may be required to take a drug screen to ensure a safe environment. • Student responsibility
CPR/AED Certification	<ul style="list-style-type: none"> • Offered by program • Student responsibility
Tuberculosis (TB) Testing	<ul style="list-style-type: none"> • Student responsibility

	<ul style="list-style-type: none">• Approximately ~ \$20 for the test, which requires two visits (1st visit to be injected with testing agent; 2nd visit must occur 2-3 days after 1st visit to assess injected area)• Required yearly
Travel to Off-Campus Clinical Affiliated Sites/Assignments	<ul style="list-style-type: none">• Students are responsible for obtaining transportation to/from a designated off-campus clinical affiliated site.• The student is encouraged to car-pool or take available public transportation (when available).• Minimum of 3 semesters

Program Retention, Progression, Completion Policies

The student will remain in good standing in the MSAT Program provided acceptable academic achievement and clinical progress are made in completing all coursework and professional conduct is maintained.

In order to remain in good standing in the MSAT Program:

1. Students are required to complete all required standard and competency exams, and master all clinical proficiencies as evidenced by successful completion of all Preceptor Clinical Proficiencies in each clinical education course. Failure in any of these aspects will result in probation from or dismissal from the MSAT Program.
2. Students are required to practice the profession of athletic training in an ethical manner. Failure to do so will result in probation from or dismissal from the MSAT Program.
3. Students are required to complete all clinical education clearances, documents and forms associated with the clinical education requirements. Failure to do so will result in probation from or dismissal from the MSAT Program.
4. Students are required to sign the MSAT Program Handbook acknowledgment form and adhere to all policies and procedures as outlined in the handbook.
5. Students are required to maintain an overall 3.0 Grade Point Average in the MSAT Program. Failure to do so will result in probation from (1st instance) or dismissal from (2nd instance) the MSAT Program.
6. Students are required to earn a grade of C+ or better in all courses in the MSAT Program. Failure to achieve a C+ in a course will result in the student having to retake the course to complete the program.

Students who complete all coursework and clinical education and meet or exceed the program's retention standards will be approved for graduation from the MSAT Program. Acknowledgement of Technical Standards is found in Appendix F

Technical Standards

Compliance with technical standards does not guarantee a student's eligibility for the BOC certification examination.

Chatham University Athletic Training Program Technical Standards for Admission

The Masters of Science in Athletic Training Program (MSAT) Program at Chatham University prepares athletic trainers who will serve in a variety of settings. Graduates of the MSAT program must have the knowledge, psychomotor and affective skills to render a wide spectrum of care outlined in the role delineation study and standards of practice delineated for a certified athletic trainer in the profession. Thus, certain skills and abilities must be demonstrated in order to successfully complete both the didactic and clinical components of the curriculum with or without reasonable accommodation, regardless of disability status.

The Athletic Training Faculty have the dual responsibility of the welfare of patients with whom the student/graduate interact, and for the educational welfare of the student. The technical standards outlined below describe specific expectations for student performance in didactic and clinical environments. Inherent in these expectations is providing patient care within a time frame appropriate to the context of care. Individuals must be able to pass assessments throughout their course of study.

Students who believe they may need academic accommodations to fulfill these standards must contact the Office of Academic & Accessibility Resources (OAAR) at (412)-365-1611 or pace@chatham.edu. At any time while enrolled in the MSAT Program, if a student is having difficulty meeting these standards, the student must inform the program director at any time. After consultation, if it is deemed the student is in need of academic accommodations, they can contact the OAAR Center.

Observational Skills:

- Visually assess or observe simulated or actual patient interactions in the didactic and clinical environments including patient presentations, anatomical structures, evaluation techniques, therapeutic interventions or movement sequences.

Communication Skills:

- Effectively verbally and non-verbally communicate with healthcare professionals, patients, caregivers and other support personnel.
- Students must be able to understand and communicate the English language at a level consistent with competent professional practice.

Psychomotor Skills:

- Sustain the necessary physical activity level required in classroom and clinical environments (e.g., lift 50 pounds, stand for prolonged periods of time).
- Obtain information from patients by applying force, resistance, palpations, therapeutic interventions, diagnostic maneuvers and assisting in functional activities.
- Respond quickly in an ever-changing environment to provide immediate patient care and/or cardiopulmonary resuscitation.

Intellectual Skills:

- Comprehend text, numbers, three-dimensional/spatial relationships, and graphs.

- Comprehend, retain, assimilate, analyze, synthesize, integrate concepts, foundational knowledge and problem solving to demonstrate critical thinking and diagnostic reasoning.
- Use computers and other technology to learn and apply new content.

Affective Skills:

- Develop mature, sensitive, and therapeutic relationships with patients
- Endure close physical contact with other students, colleagues, and patients
- Function effectively while engaged in stressful situations, changing environments and difficult circumstances.
- Self-assess in a reflective and constructive manner.
- Make ethical, legal clinical decisions despite uncertain conditions

MSAT Program NATABOC Examination Policy

In order to qualify to site for the examination, the ATS must be confirmed by the Program Director of the CAATE accredited entry level program. The ATS may apply as a candidate for examination in their final enrolled semester. With the anticipated site visit in spring of 2021, this first cohort of students may not sit for their NATABOC examination until the program is granted accreditation.

Advising Policies

Chatham University Athletic Training Students are required to meet with their adviser a minimum of one time per academic semester. This meeting is to discuss academic progress, concerns and issues related to all aspects of the academic and clinical experiences. These mandatory meetings will also include discussion of future goals and direction beyond graduation and the NATABOC examination.

Drug Testing Policy

Chatham University Athletic Training students may be required to have a urine drug screening prior to the start of and during a clinical experience if mandated by individual sites to maintain a safe and healthy workplace.

Students who are required to have a universal drug screen will be advised of the requirement by the Academic Program or by the clinical site. The student will be required to have the testing completed at a licensed clinical laboratory. The student will be responsible for fees related to drug testing.

Failure to comply with the testing during the required time frame will prevent the student's participation in the clinical education as scheduled. Thus, it may delay the completion of the program. Students may be required to register for the experience at a later date, resulting in additional tuition and associated fees.

If the student is taking prescription medication that can alter test results, it is the responsibility of the student to provide supporting documentation from the prescribing physician at the time of testing.

Criminal Background Check Policy

Prior to the start of the first clinical placement, all students must successful pass of the following background checks: FBI Clearance (ACT 114); Pennsylvania Criminal Record Check (ACT 34); Pennsylvania Child Abuse History Clearance (ACT 33); Pennsylvania Child Abuse Clearance (ACT 151); Mandated Reporter Training (ACT 126). Additional information regarding these can be found in Section VII.

Section III: Clinical Education

Overview

Athletic Training Students will participate in clinical experiences at Chatham University, other collegiate athletic programs, high schools, sports medicine clinics, physical therapy clinics, and general medicine facilities, in addition to other special events. In all clinical rotations, students will be supervised by a BOC certified and state-licensed Athletic Trainer or physician who is a trained preceptor associated with the Athletic Training program. The majority of the clinical education hours obtained by the Athletic Training Student will be accumulated during team coverage that occurs between the hours of noon and 8:00 p.m., Monday through Friday. Clinical rotations may require practice or event coverage on Saturdays and Sundays as well. All students are REQUIRED to receive one day off per seven days. A Preceptor will supervise and evaluate each student on his/her performance and clinical proficiencies.

During the fourth semester, each Athletic Training Student is expected to complete an immersive clinical experience. Immersive clinical experience is defined as working full-time with his/her Preceptor for approximately 10 weeks. While there are established clinical affiliations, Athletic Training Students are also encouraged to seek additional sites for their immersive experiences.

Direct Supervision

For the clinical component of the MSAT program, the students are supervised by Preceptors. The ratio of no more than 2 students for every one Preceptor will be maintained. **Preceptors will provide direct supervision in the form of direct visual and auditory contact with the student.** Within the MSAT program, athletic training clinical experiences coincide with various athletic training courses. Any unsupervised clinical education experience is in violation of CAATE Standards, MSAT program policy and is not permitted under any circumstances.

Each semester, every Athletic Training Student will be assigned to work with a specific Preceptor. Students will not be assigned specific sports, but will rather work with whatever sport their Preceptor is covering that day.

Suitable replacements for the Preceptor in cases of illness, vacations or emergency include any person holding BOC Certification as an Athletic Trainer or Physician, who has undergone Preceptor Training and is approved by the Coordinator of Clinical Education or Program Director and the clinical education site. The Chatham University MSAT Program should be notified of any such replacements prior to the change or as soon as feasibly possible.

In the event of absence of the Preceptor, under no circumstance is the Athletic Training Student allowed to perform any athletic training services to patients in attendance.

In the event of illness, schedule conflicts or other unforeseen changes in Preceptor coverage, the athletic training student will be notified in advance of whom will be assigned to supervise the student during his or her clinical education experience.

The athletic training student should contact the Preceptor immediately to determine why direct supervision is not available and to obtain guidance regarding the situation.

In emergency situations, the student may provide first aid and emergency care without direct supervision, within the realm of the student's training and expertise; however, it must be made clear that the student is not performing these duties in the role of an athletic training student. Examples of this might include an emergency at an intramural event, club sports event or campus community event that the student is participating in or attending. The student would simply be responding as a first aid provider and would be covered under the Good Samaritan Laws of the Commonwealth of Pennsylvania. These events are not recognized by the Chatham University MSAT Program as Clinical Education and no credit toward completion of the student's clinical education requirements will be awarded for these activities.

Courses Affiliated with Clinical Education

AT 512, 513, 514, 515, 516: Clinical Athletic Training I-V

These clinical experiences continue to expand upon the didactic knowledge as well as to master the competencies expected of an entry-level athletic training student. The clinical experience is to be distributed as equally as possible over the two years of the curriculum. CPR/First Aid certifications must be current in order to remain at clinical sites.

Clinical Education Requirements

Semester	Course	Minimum Hours	Maximum Hours	Typical Clinical Experience (weeks)
Fall 1	AT 512: Clinical Athletic Training	300 hours (~20 hours/week)	40 hours/week, 6 days/week	Lower Extremity (15 weeks)
Spring 1	AT 513: Clinical Athletic Training	300 hours (~20 hours/week)	40 hours/week, 6 days/week	Upper Extremity (15 weeks)
Summer 1	AT 514: Clinical Athletic Training	140 hours (~20 hours/week)	20 hours/week, 3 days/week	(Maximum of 7 weeks) *60 hours in a general medical or rehabilitation setting*
Fall 2	AT 515: Clinical Athletic Training	400 hours (~40 hours/week)	60 hours/week, 6 days/week	Student Choice (10 week)
Spring 2	AT 516: Clinical Athletic Training	300 hours (~20 hours/week)	60 hours/week, 6 days/week	Student Choice (15 weeks)
Total Hours Required		1440 hours		52 weeks 62 weeks

All clinical experience hours must be recorded in A-Track and signed off by the supervising Preceptor. The Coordinator of Clinical Education has the responsibility of monitoring hours in A-Track. The CCE reviews A-Track at a minimum of 2 times each month to

monitor compliance. For students who are falling below or who are far exceeding the expected clinical hours, a meeting between the CCE, Preceptor, and student occurs to discuss a remedy for the situation. Students are required to demonstrate competency in a variety of clinical skills. At the conclusion of each term, students will be evaluated by their Preceptor.

Clinical hours during the first summer and/or first winter break are optional. If the student chooses to obtain additional experience, these must be with a Chatham approved Preceptor at an affiliated site. Students, who are enrolled in AT 512, are not required to attend pre-season practices and/or competitions prior to the first day of classes. Students are not required to attend practices and/or competitions during the winter break. However, these can often be highly valuable learning experiences and students, with the approval of the CCE, may request an incomplete in their clinical education course in order to complete the hours and gain additional clinical experience.

In the second through fifth clinical athlete training courses, students may also be permitted to take an incomplete and continue their clinical education experiences during university vacation periods, or after the traditional academic semester ends. If an athletic training student cannot fulfill the minimal clinical hours of their respective educational experience, it is the student's responsibility to notify their preceptor, the MSAT Program Director and CCE at least one month prior to the conflict. In general, athletic training students should be prepared to participate in their respective clinical education assignments during all pre-season, post-season and break periods.

Immersive Clinical Experiences

In anticipation of the immersive clinical experience, students are encouraged to work with the Coordinator of Clinical Education to seek additional sites for the Program to establish a formal affiliation. Students must make site requests in writing, after having received signed initial approval from the supervising preceptor. This written request must include the dates, total number of clinical hours anticipated, clinical assignment, preceptor's name, and signatures of both the student and the preceptor. Students participating in immersive experiences must still complete all applicable clinical hour and evaluation forms.

Student Evaluation Procedures

Students will be evaluated formally during each clinical experience. For experiences lasting longer than three weeks, these evaluations are completed at the mid-term of the clinical education experience and at the conclusion of the clinical education experience. The mid-term evaluation is formative in nature, while the final evaluation is summative. Evaluation forms are provided in advance with required dates of completion. Preceptors are required to go over this written evaluation with the student prior to submitting it to the Coordinator of Clinical Education. The form is then submitted by the Preceptor to Coordinator of Clinical Education.

The following scale is used by the Preceptor when evaluating students during the clinical education experience:

Grading Scale	<u>Description</u>
4	Performs this action at the level of an entry-level certified athletic trainer
3	Performs this action at a level that is appropriate for a second-year MSAT student
2	Performs this action at a level that is appropriate for a first-year MSAT student
1	Performs this action at a level that is unsatisfactory for a first-year MSAT student
0	Not Applicable or Not Observed

Scores of “Not Applicable, Not Observed” will not positively or negatively affect the student’s overall grade. It is expected that students will score at their current level (i.e., first-year students should score a “2”, second-year students should score a “3”). An average level score for the entire evaluation (scores of zero do not factor into the student’s grade) will earn the student an 80% on the evaluation. It is recommended that Preceptors and students meet informally at a minimum of once weekly to have informal discussion regarding the student’s performance. Additionally, it is the student’s responsibility to ensure that each document is completed in its entirety. Clinical education course grades may be affected by documents not completed correctly.

The clinical proficiency evaluations are provided to the Athletic Training Students upon acceptance into the MSAT program. Preceptors have access to proficiencies via ATrack. Prior to each rotation, preceptors are also given a list of courses the student has completed in previous semesters and the proficiencies to be evaluated at the rotation conclusion. Athletic Training Students are assessed on clinical integrated proficiencies as part of the final performance evaluation. The Athletic Training Student must be able to present his/her clinical proficiency evaluations immediately upon request by a Preceptor.

Preceptor and Clinical Site Evaluations

The clinical site and Preceptor are evaluated anonymously by Athletic Training Students, in conjunction with the evaluation of the Preceptor, at the conclusion of the clinical experience. The Athletic Training Student submits these evaluations through ATrack for the Coordinator of Clinical Education and/or Program Director to review. At the conclusion of the academic year, the Program Director and the Coordinator of Clinical Education provide the Preceptor with general feedback from the evaluation conducted by the Athletic Training Students. This feedback is provided to assist the Preceptor in the improvement of the clinical site. The Coordinator of Clinical Education and the Preceptor meet at the conclusion of the academic year to discuss the evaluation and determine the appropriate changes necessary to improve the clinical education experience for the students.

Student Dress Code and Appearance Guidelines

Required attire will vary from one clinical education site to another, however, the following apply in all clinical education situations, regardless of site. Either prior to or on the first day, it is the student's responsibility to communicate with their preceptor regarding the site-specific dress code.

1. The MSAT Program Faculty and Staff feel that professionalism is of the utmost importance in an athletic training student. These preceptors may likely serve as references and speak to these qualities.
2. Students should remember that their professional appearance represents themselves, the AT Program and Chatham University.
3. Clothing should be clean, neat and free of holes, fraying or excessive wear.
4. Students should be professionally groomed at all times. This includes practices of proper hygiene. Hair should be clean and appropriately / professionally groomed. Nails should be kept clean and of a functional length.
5. Students who do not abide by the required / appropriate dress code will face disciplinary action, including possibly being suspended or removed from the clinical education site and reducing grades on clinical evaluations.
6. The Dress Code may be slightly tailored based on the specific clinical site.

Daily Clinical Attire for Traditional Athletic Training Settings

1. Students are required to wear a Chatham University AT Clinical Education name tag at all times.
2. Students are highly encouraged to wear a wristwatch with a second demarcation or timer during all clinical education experiences.
3. Collared shirt
 - a. This does not have to be a Chatham University Athletic Training shirt if the clinical education site provides site-specific attire. Plain polo-style shirt is also acceptable.
 - b. Shirts must be tucked in during all clinical education experiences
 - c. T-shirts are unacceptable unless specified by the assigned site.
4. "Khaki" shorts (mid-thigh or longer) or pants
 - a. Short-shorts are unacceptable
 - b. Mesh or athletic shorts are unacceptable
 - c. Jeans and jean shorts are unacceptable
 - d. Sweat pants, wind pants, athletic pants are unacceptable
 - e. Tights, yoga pants, spandex, or low waist pants (i.e., trendy hip huggers) are unacceptable.
5. Sweatshirt
 - a. Acceptable options are either Chatham University, a plain or site affiliated sweatshirt.
6. General Clothing
 - a. Clothing that expose undergarments are unacceptable.
7. Belt must be worn if shorts / pants have belt loops
8. Tennis shoes or dress shoes with socks
 - a. No open-toed or open-heeled shoes
9. Hats may be worn for outdoor events only and should be removed when coming indoors. Hats should be plain or represent either Chatham University or the clinical education site.
10. Jewelry should be discreet
 - a. Earrings should be limited to two per ear

- b. No large, long, dangling earrings may be worn for safety reasons
 - c. Ear gauging and spacers are prohibited
 - d. Non-traditional piercings including, but not limited to, eyebrows, tongues, lips, cheeks and chins are prohibited
 - e. Rings should be limited to two per hand
 - f. Necklaces should be kept to a minimum and should be placed inside the shirt or blouse while completing clinical education
11. Tattoos should be covered as best as possible

Indoor Event Attire in Athletic Settings, Physician/Rehabilitation Center and Office Attire

1. All students are required to wear a Chatham University AT name tag at all times (unless the clinical site requires a site-specific name tag be worn)
2. Students are highly encouraged to wear a wristwatch with a second demarcation during all clinical education experiences
4. Dress Shirt, Blouse or Sweater
 - a. Necktie is preferred but not required.
 - b. Dress jacket / Suit Jacket may be required by clinical site
 - c. No low cut or see-through blouses
 - d. No clothing that exposes undergarments
 - e. All ties must be worn with a tie tack
5. Dress pants, skirt or dress
6. Dress shoes
 - a. No tennis shoes
 - b. No open-toed or open-heel shoes
 - c. Appropriate socks should be worn based on footwear selection
7. Hats should not be worn
8. Jewelry should be discreet
 - a. Earrings should be limited to two per ear
 - b. No large, long, dangling earrings may be worn for safety reasons
 - c. Ear gauging and spacers are prohibited
 - d. Non-traditional piercings including, but not limited to, eyebrows, tongues, lips, cheeks and chins are prohibited
 - e. Rings should be limited to two per hand
 - f. Necklaces should be kept to a minimum and should be placed inside the shirt or blouse while completing clinical education
9. Athletic Training Students should be sure that clothing allows for assessment, treatment and assistance of patients without compromising oneself

Outdoor Event Inclement Weather Attire

1. Health and safety of the student completing clinical education takes precedence over the dress code
2. Students should attempt to follow the traditional dress code whenever possible
3. Jackets, fleeces and sweatshirts may be worn as needed
 - a. Whenever possible, these items should be plain or depict the logos of Chatham University or the clinical education site
 - b. Ideally, these items would be of a neutral color or the color of the clinical education site
4. Rain jackets and pants or wind jacket and pants may be worn
 - a. Whenever possible, these items should be plain or depict the logos of Chatham University or the clinical education site

5. Students are required to return to traditional dress code when coming inside for clinical education activities.

All staff and faculty athletic trainers will strictly enforce this dress code. Failure to abide by this code will result in the following consequences:

1. First day out of dress code will result in a warning or being sent home.
2. Second day you will be sent home for three days and result in an immediate meeting with the Coordinator of Clinical Education, Preceptor and Program Director
3. The third day will result in suspension from clinical responsibilities for the remainder of the term.

Name Badges

All AT program students will be provided a name badge prior to the start of their first clinical rotation. For all sites, MSAT students are required to wear name badge to identify yourself to student-athletes/patients as a student. It is the student's responsibility to maintain the name tags. Requests for replacement of broken, defective, or lost name tags should be directed to the Coordinator of Clinical Education. Students will be responsible for the cost of lost name tags.

Electronic Communication and Media

The Chatham University AT program promotes professional interactions between clinicians and patients. The program prohibits Athletic Training Students from interacting with current patients or athletes, not associated with Chatham University, using social networking media. Athletic Training Students should not accept nor request any social interaction with any current patient or non-Chatham athlete/patient, regardless of whether the Athletic Training Student is directly responsible for the patient's care. This includes refraining from social networking with athletes from athletic teams with whom the Athletic Training Student has no direct contact and patients being treated by another clinician at the Athletic Training Student's clinical education site. Athletic Training Students are encouraged to keep all social media accounts private. This policy further prohibits social interaction with patients/athletes by text messaging and electronic mail.

Furthermore, it is unacceptable for Athletic Training Students to interact through social networking media, text message, or electronic mail with patients/athletes who are *minors*, no matter if they are currently working with the minor or if they are no longer providing healthcare for the minor.

Athletic Training Students should also refrain from sharing any materials, including but not limited to: text, images, or video, related to patient diagnosis and care through social networking media, text message, or electronic mail. Any such disclosure of information is in violation of HIPAA policies and the AT program Confidentiality Guidelines.

Cell Phone Use

Prior to or on the first day of each clinical rotation, the student should ask about the site's policy of cell phone usage. Cell phones are to be used for emergencies only while at the clinical education experience. Cell phones may not be used for personal calls unless approved by the Preceptor.

Conduct with Patients/Athletes

Both in and out of the clinical settings, students should remember that they are filling both of these roles and act accordingly. It is recognized that friendships may arise between Athletic Training Students and patients. Athletic Training Students must maintain an appropriate and professional rapport with their patients. It is important to demonstrate and maintain respect with your patients and their relationships with the site and preceptors.

Relationships with Patients/Athletes

Athletic Training Students participating in intimate relationships (casual or sustained) with patients can lead to very compromising situations and therefore will not be tolerated, and may result in disciplinary actions, which may include immediate dismissal from the Master of Science in Athletic Training program. Each situation will be evaluated on a case-by-case basis. Questions regarding relationships with patients should be directed/reported to the Program Director and/or the Coordinator of Clinical Education to avoid any potential ethical/medical conflicts of interest. Early reporting is recommended to prevent the relationship from affecting the athlete/patient, team or Athletic Training Student. If the relationship is starting to affect the athlete/patient or environment, the Athletic Training Student may be reprimanded with possible removal from clinical duties.

Athletic Training Students must also avoid verbal and/or physical arguments outside of the clinical setting with athletes/patients. **Determination of any altercation (verbal and/or physical) with an athlete/patient will not be tolerated and may result in immediate dismissal from the Master of Science in Athletic Training program.**

Professional Relationships with Preceptors

It is imperative that Athletic Training Students and Preceptors develop and maintain a professional relationship. Specific expectations for clinical rotations will be discussed prior to the start of the rotation. Any issues with your clinical site should be initially discussed with the Preceptor followed by the Coordinator of Clinical Education. Intimate relationships (casual or sustained) while assigned to a Preceptor is not tolerated and may result in disciplinary actions, which may include immediate dismissal from the Master of Science in Athletic Training program. Any conduct among students and Preceptors deemed inappropriate will result in disciplinary actions.

Professional Relationship with Coaches

It is important that Athletic Training Students develop professional relationships with the coaches of teams with which they work. Usually your Preceptor will provide status reports to coaches, although Athletic Training Students may be required to do this on occasion. You should discuss how to handle coaches' questions with your Preceptor. Generally, Athletic Training Students' interaction with coaches should increase with the clinical experience. Occasionally such interactions can present difficulties. If an Athletic Training Student has difficulty with a coach or an athlete, he/she should make this known to the Preceptor immediately. Most problems can be easily resolved if approached early. Intimate relationships (casual or sustained) with coaches at your assigned clinical rotation will not be tolerated, and may result in disciplinary actions, which may include immediate dismissal from the Master of Science in Athletic Training program.

Relationship with Other Medical Professionals

Athletic Training Students should be professional when interacting with physicians and other medical professionals. These interactions are exceedingly important to the clinical education of the Athletic Training Student and they are to be actively sought out. Students are encouraged to ask questions when appropriate and to use appropriate professional terminology.

Confidentiality Guidelines

Students and faculty are required to maintain confidentiality within the clinical and academic settings. The patient's medical records must be maintained at all times, as these are considered legal documents. All student files are kept in the Program office in a locked file cabinet. Any questions or concerns regarding medical information must be directed to the Head Athletic Trainer, Preceptor, or Head Coach. If medical records are needed for a case study then the athletic training student must complete the appropriate Medical Records Release Form and have it approved by both the patient and the Head Athletic Trainer, Preceptor, and/or other designated clinical instruction site administrator (i.e.: Athletic Director, Sports Information, Medical Director, Medical records, etc.) prior to accessing or using any information obtained from such records. This form gives the athletic training student access to the medical records only of the patient noted on the form. The records still may not be taken out of the facility or photocopied under any circumstances. Anyone associated with access to documents that are the property of the clinical instruction sites will fully comply with all regulations set forth by the Health Information Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Athletic training students must remember that discussing the status of a student-athlete/patient with other student-athletes is forbidden. This is considered a breach of confidentiality. The athletic training student must be aware of his/her surroundings at all times when the health status of a student-athlete/patient is being discussed. Failure of students to comply with HIPAA may result in failure of the clinical education course or suspension or dismissal of the AT Program. Additionally, students who violate HIPAA confidentiality requirements may be subject to legal ramifications at the local or federal levels.

*Please see Appendix B for Confidentiality Agreement signature page.

Public Relations and the Media

Athletic Training Students in clinical education within athletics or other sports may find themselves in situations where a member of the press asks them to provide information about an athlete. At all times, Athletic Training Students should be very mindful about patient/athlete confidentiality in dealings with the press. In dealing with members of the press: (a) always be polite, (b) refer them to your Preceptor without providing any patient/athlete information, and (c) nothing you say to the press is ever “off the record”. If you wouldn’t want your comments to appear next to your name on the news or in the paper, then don’t say them.

Differences of Opinion

Athletic Training Students are encouraged to discuss the difference privately with the other person or preceptor. Never argue in the presence of the patient, parent, coach or any other persons – it only serves to undermine the patient's confidence in you and the other person.

Analyzing, Resolving & Documentation of Clinical Education Problems

All individuals have the right to privacy. The maintenance of confidentiality helps to build trusting relationships and keep the lines of communication open. We ask all participants in clinical education to support the rights of individuals to support learning potential.

1. As soon as the problem is identified, the athletic training student should discuss with their preceptor.
2. If either person believes other intervention is needed or they are unable to solve the problem, either or both people should contact the Coordinator of Clinical Education.
3. If the problem cannot be resolved at this level, the student and the coordinator of clinical education should contact the program director.

Absence from Clinical Setting

Absence from one's responsibilities is discouraged, however if a situation should arise where an Athletic Training Student cannot attend a clinical setting activity (practice, game, medical rotation, etc.), he/she should contact the Preceptor and apprise him/her of the situation immediately. It is highly recommended that the Athletic Training Student gives a minimum of 24 hours' notice.

Pregnancy

Pregnancy of an Athletic Training Student will be accommodated for as necessary. A Technical Standards form will be signed by the Athletic Training Student, noting any accommodations that will be necessary during the entirety of the pregnancy. The Program Director and Coordinator of Clinical Education will work with the Athletic Training Student to provide a safe environment for the clinical rotation. It should be noted that the Athletic Training Student will still be held to the same standards as others with regards to hours and proficiencies, however, extensions may be granted, if necessary.

Outside Employment

Students are encouraged not to hold outside jobs while working as Athletic Training Students. Simultaneously working as an Athletic Training Student and holding an outside job may interfere with the student's study time and adversely affect his/her performance in the class and Athletic Training Room. In addition, students may not substitute for Preceptors in either their responsibilities or duties.

Students who hold outside jobs must not let their jobs interfere in any manner with assigned clinical rotation. Time off from clinical hours or quitting first at the end of the day will not be granted to students who are employed outside. Remember, a student's clinical rotation duties don't always run on a strict schedule and are subject to change on short notice.

For students securing graduate assistantships, every effort will be made to allow for execution of those tasks along with completion of your clinical hours. An individualized plan will be developed to best suit the student and the assistantship. Similar to any outside employment, the assistantships may not adversely affect his/her Athletic Training performance.

Athletic Training Students who accept work for events not sponsored by the Chatham University Athletic Department are not covered in any manner by Chatham University for liability including their acts of omission or commission. Students working in this capacity are working as independent contractors and are responsible for their own acts, liability and malpractice insurance, and supplies; and for complying with state and federal laws and the NATA Code of Professional Conduct. Hours accrued during these events cannot be counted toward MSAT program requirements.

Documentation of Clinical Education Hours

Clinical education hours accumulated under the direct supervision of a Preceptor must be recorded by the Athletic Training Student through A-Track as verification of meeting class requirements. This requires the documentation of the month, the year, the type Athletic Training experience, performed activities and the Athletic Training hours accumulated for each day. The Athletic Training Student are encouraged to log hours daily into the ATrack system.

Only the Athletic Training clinical education hours obtained under the direct supervision of a Preceptor may be counted toward the required hours for graduation. Athletic Training clinical education hours do not include the time spent while traveling with a team, lodging, team meetings, team meals, or hours working for payment of any type.

With this being said, clinical hours may be recorded during the following:

- ◆ Set-up for practice/competition and clean-up after practice/competition
- ◆ Preparing the athletes for practice/competition
- ◆ Treatments before and after practice/competition
- ◆ Injury evaluation/Clinic with a team physician
- ◆ Rehabilitation
- ◆ Escorting an athlete to an appointment with a physician or to the emergency room
- ◆ Observing surgery
- ◆ In-services
- ◆ Administrative duties
- ◆ Daily athletic training room tasks

Clinical hours may NOT be recorded for the following:

- ◆ Traveling with a team
- ◆ Team meetings
- ◆ Team meals

Transportation to Clinical Sites

Each Athletic Training Student is responsible for transportation to and from clinical practice sites throughout the entire MSAT program. Transportation requires that each student has personal access to a car. In the event of inclement weather, the student should use their best judgement regarding travel to their site. Free public transportation is available throughout all of Allegheny county with the use of your Chatham University ID.

Travel Policy

During clinical rotations, students may be offered opportunities to travel to away contests. The MSAT program highly encourages the chance to travel but this is at the discretion of the Preceptor and Clinical Site. The MSAT program does not require the students to travel to away contests. The ability to travel is often determined by financial feasibility and preceptor travel. If a student is unable to travel to away contests in one rotation, every effort will be made by the MSAT faculty to ensure the opportunity to travel in future rotations.

Any MSAT travel must meet the following criteria:

- Travel with and direct supervision by a trained MSAT Preceptor
- Performance of any clinical proficiencies must occur with the MSAT Preceptor present.

Violations of this policy may result in Athletic Training Student dismissal and immediate removal of Athletic Training Students from the clinical site.

While traveling to clinical sites or away contests, Athletic Training Students assume the risks associated with travel. These risks include the potential for accidents, serious injury or even death.

See Appendix D for Travel Policy Acknowledgment and Signature sheet.

Transportation of an Injured or Ill Patient

An Athletic Training Student in the MSAT program should not be the primary driver in the transportation of an injured or ill patient, unless the necessary training and paperwork have been completed. An MSAT student transporting an injured or ill patient not under the direct (auditory and visual) supervision of his/her Preceptor places the patient at risk. Therefore, only patients / athletes who have been deemed stable by the Preceptor should be transported by an Athletic Training Student. This should never be done without prior approval EACH TIME by the Preceptor.

Volunteer Policy

The Chatham University AT program does not allow students to work as a First Responder or a First Aid Provider. An Athletic Training Student working without supervision from a program Preceptor is not authorized.

The Athletic Training Student **CAN ONLY** participate in the following:

1. Observation under direct supervision of an MSAT program Preceptor
2. Travel with teams only accompanying an MSAT program Preceptor
3. Clinical experience only when an MSAT program Preceptor is in visual and auditory contact

Athletic Training Students who are found to be in violation of the above policy will be removed from their site and may be dismissed from the program. Sites in violation will immediately have all students removed from said site.

Athletic Training Students performing community service **CANNOT** represent themselves as an Athletic Training Student or First Aid Provider.

Please see Appendix D for Volunteer Policy Acknowledgement signature page.

Internships and Summer Camps

Athletic Training Students may choose to participate in athletic training internships and/or summer camps. These are not required by the AT program, nor will they satisfy any AT program requirements. Athletic Training Students who choose to participate in these internships are responsible for ensuring that their participation in the internship does not violate the athletic training licensure laws or other similar regulations in the state(s) where the internship/camp will take place. The AT Program Director can assist the Athletic Training Student in reviewing the state regulation(s) that may apply, but the Athletic Training Student is ultimately responsible for the final determination. In addition, Athletic Training Students who participate in an internship are strongly encouraged to purchase liability insurance that would cover him/her during this experience.

Financial Assistance

Chatham University Athletic Training Students have the ability to apply for a variety of financial aid options other than the traditional forms offered through the University's financial aid office. Listed below are scholarships and assistantships available through various professional organizations with specific eligibility requirements.

Chatham University Graduate Assistantships

There are a limited number of research, special project and teaching assistantships that are available to help defray the cost of the tuition. Each position requires 10-15 hours per week of work during the academic year. Please contact your Admission counselor and the MSAT Program Director for more details.

NATA Scholarships

The NATA Research and Education Foundation offers annual scholarships. Athletic Training Students interested in applying should request information from the Program Director or Coordinator of Clinical Education. The eligibility requirements and application are available at www.natafoundation.org. The deadline application is in February.

EATA Professional Level Scholarships

The Eastern Athletic Trainers' Association (EATA) offers eleven \$3000 scholarships to students in professional level accredited programs. Each Preceptor can nominate no more than one candidate. A maximum of two applicants from one AT program may be selected as EATA scholarship recipients each year. The eligibility requirements and applications are available at <https://goeata.org/>.

PATS Student Scholarships

The Pennsylvania Athletic Trainers' Society (PATS) offers five \$2000 scholarships to outstanding students from the PATS, Inc membership. Any Licensed/Certified or Licensed/Certified-Retired member of PATS, Inc., in conjunction with the program directors of the students' institution, may nominate no more than one candidate for this award. No more than two candidates can be nominated from any one institution. Applications must be received by April 1. The eligibility requirements and applications are available at <http://www.gopats.org/scholarships/scholarships.htm>

Section V: Disciplinary Actions and Grievances

Grade Appeals

Students may encounter a variety of various challenges over the course of this program, including failing courses. Students are encouraged to attempt to resolve difficulties by discussing them with the appropriate faculty involved. If the problem is unable to be resolved, the students should contact the Program Director. While students are on clinical rotation, they should notify the Coordinator of Clinical Education immediately of any difficulties they are encountering, even if they are able to resolve their difficulties in person. The student should also contact their advisor on campus for assistance. Ultimately if these attempts fail, the Program Director should be contacted.

All formal appeals should be filed, in writing, to the Program Director within 5 calendar days of the faculty's decision. Acknowledgement of receipt of the grievance and an initial plan for resolution of the grievance will be provided from the Program Director, in writing, to the student within 5 calendar days of receipt.

If the issue remains unresolved, the student may then file an appeal with the appropriate academic dean, who will seek formal reconciliation. Appeals made to the Dean of the School of Health Sciences must be in writing, and must include written documentation from each stage of the appellate process. A student challenging a grade received in a course may file an appeal with the Dean's Office no later than no later than 14 calendar days after the student receives notification from the program director. The Dean will investigate the case, hearing both the student and the faculty member and will render a decision within 30 calendar days of receiving the petition.

If reconciliation is not achieved at the dean level, the student may file an appeal with the Vice President of Academic Affairs. An appeal must be filed with the Vice President of Academic Affairs no later than five calendar days after receiving the dean's decision in the case. The decision of the Vice President is final in the grade appeal process. The appeal must be in writing and must include written documentation to support the appeal. The Vice President of Academic Affairs will investigate the case, hearing both the student and the faculty member and will render a decision within 30 calendar days of receiving the petition. The Vice President of Academic Affairs will inform the student and the faculty member of the decision in writing. The decision of the Vice President of Academic Affairs is final in the grade appeal process.

Dismissal Appeals

Students may appeal a program dismissal. Appeals must be submitted to the Dean of the School of Health Sciences in writing within fourteen calendar days of receipt of the dismissal. The student is responsible for providing all supporting materials with their written appeal. The dean has 30 calendar days to respond to the appeal. Following the decision of the Dean of the School of Health Sciences, a student may then appeal the decision to the Vice-President of Academic Affairs within 5 calendar days of the decision of the Dean. The decision of the Vice-President has 30 calendar days to respond with a decision; this decision is final. (Also see the Chatham University Course Catalog under Dismissal Appeals Graduate and Undergraduate section).

Section VI: Bloodborne Pathogens

Bloodborne Pathogen Policy

The unpredictable and varied circumstances encountered by students in their curriculum makes differentiation between hazardous and non-hazardous bodily fluids difficult. Infection control practices attempt to eliminate sources of infection to help protect patients and providers from disease. The Centers for Disease Control recommendations for health care organizations are to be used in caring for all patients regardless of presumed infection status. These Universal Precautions include OSHA regulations or occupational exposure to blood borne pathogens. Transmission-based Precautions have been developed to interrupt specific microorganism transfer based on modes of transmission. These precautions are to be used in addition to Universal Precautions and include airborne, droplet and contact precautions. While not governed by OSHA but to protect against exposure to infectious diseases, all students will be instructed in the use of Universal Precautions and Transmission-based Precautions.

Universal Precautions is a method of infection control in which all blood and other infectious bodily fluids are treated as if known to be infectious HIV and HBV, and shall be exercised by students in all such situations. Students will treat all bodily fluids as infectious. These fluids include Amniotic, Cerebrospinal, Pericardial, Peritoneal, Pleural, Semen, Synovial or Vaginal. These requirements reflect OSHA federal law. Students are introduced to Universal Precautions, including the definition, background and specific procedures during AT500 Prevention/Care of Emergency Medical Conditions, during the first semester. Universal Precautions are also reviewed prior to beginning of AT512, Clinical Athletic Training I. It is the expectation of the program that Universal Precautions are utilized by faculty and students during all learning experiences either classroom or clinically.

Bloodborne Pathogen Training:

Prior to beginning the program, each ATS must complete Bloodborne Pathogen Training online training module via hoonuit on the My Chatham Website. Each student must submit a certificate or proof of completion to the Coordinator of Clinical Education for their student file. In addition to this training. Precautions are reviewed in the courses mentioned above along with a clinical site-specific review prior to beginning each rotation.

Bloodborne Pathogen Requirements:

The University AT laboratory and each clinical site will have the following:

- Biohazard disposal equipment (biohazard bags, waste and sharps containers)
- Bloodborne pathogen barriers (Surgical gloves, face shields, CPR masks)
- Sanitizers (antiseptic hand sanitizers, antiseptic towelettes, clean towels, EPA approved cleaner)
- First aid equipment (wound care and covering materials)

Minimizing the Potential for Exposures:

- Access to proper containers and bags for biohazardous waste.
- As soon as possible following contact, use the hand-washing facilities, antiseptic cleaners and hand towels

- Use of personal protective equipment (gloves, goggles, face shields, CPR masks).
- Use procedures to minimize splashing, spraying or generation of droplets.
- Maintaining clean and sanitary equipment and environments
- Any open wounds should be appropriately treated and covered to prevent exposures.
- Proper Hand-Washing Procedures.
 - Use running water and a generous amount of soap.
 - Apply soap vigorously to all surfaces of the hands.
 - Wash for at least 10 seconds
 - Clean under fingernails
 - Rise with hands pointed down to avoid splashing
 - Dry hands well with paper towels and use the towel to turn off the water
 - Discard towel in appropriate container.

Post-Exposure Control Procedures:

Instituted following a potential exposure to a bloodborne pathogen by a faculty, staff, preceptor or student.

- Cleanse the surrounding area with soap and water or flush the eyes, nose or mouth with tap water.
- Inform the preceptor and coordinator of clinical education about the exposure.
- Chatham University has an affiliation with UPMC local Urgent Cares and Hospitals. Students are free to report to any provider that they wish.
- Within two hours of exposure, report to the nearest Hospital Emergency Department according to where the exposure occurs:
 - On the Chatham University's campus before, during or after the hours above.
 - Report to UPMC Urgent Care Shadyside: 5231 Centre Avenue, Pittsburgh, PA 15232. Phone: (412)-623-4114.
 - OR
 - Report to UPMC Shadyside Hospital Emergency Department: 5230 Centre Ave, Pittsburgh, PA 15232. Phone: (412)-623-2121
 - Off campus exposure or out of area.
 - Report to the nearest Emergency Department
- Tell the staff that you experienced an occupational bloodborne exposure.
- Adhere to and maintain follow-up testing and care as prescribed by treatment facility.

Financial responsibility related to significant exposure rests on the student.

Side effects of any recommended prophylaxis or treatment of the actual disease itself may cause significant health impairments that could result in a student having to take a leave of absence or withdrawal from the program.

Decisions of student progress based on exposures to hazards are handled on a case-by-case basis.

Communicable Disease Policy

This policy is to protect the health and safety of MSAT students, faculty, preceptors, clinical patients and associated staff. It serves as a plan to assist in the management of MSAT students with infectious diseases.

A communicable disease is an illness that is transmitted between people by direct or indirect contact, droplets, airborne routes, percutaneous or mucous membrane exposures. Indirect contact involves contact with a contaminated surface, clothing, linens, food, water, air or soil.

Communicable diseases include all of the following:

Bloodborne Pathogens	Conjunctivitis	Measles
Conjunctivitis	Meningitis	Viral Respiratory Infections
Norovirus	Streptococcal Infections	Tuberculosis
Hepatitis Viruses	Herpes Viruses	Pertussis
Varicella	Mumps	Diphtheria

More at www.cdc.gov

Signs and symptoms of communicable diseases may include but are not limited to:

- Fever
- Rash
- Mucous or nasal discharge
- Chest pain
- Dizziness
- Skin lesions
- Cough

Any Athletic Training Student having been recently exposed or with any of the above signs or symptoms should report to the Chatham University Health Center, UPMC Urgent Care of Shadyside or physician of their choice. If a student reports to a class or clinical site appearing ill, it is up to the discretion of the MSAT faculty or preceptor as to whether or not send the student home.

As a Chatham Student, you will be seen for basic services free of care at the Shadyside location.

The costs associated with the referral or additional care will be the responsibility of the student's primary insurance and the student.

Students determined by a physician to have an active communicable disease will be required to take excused absences from classroom and clinical hours until deemed non-contagious by the same physician. It is the responsibility of the students to keep the MSAT faculty and preceptor abreast of his/her condition and the potential for missed days of participation. If it is an extended absence, the student will confer with the Program Director and Coordinator of Clinical Education to establish a plan to make up any academic or clinical education requirements.

Section VI: Policies and Procedures

Lab Policies and Procedures

August 1, 2020

Memo for students in the following Programs/Major: Physical Therapy, Occupational Therapy, Physician Assistant Studies, Athletic Training and Exercise Science Students

One of the unique aspects of your curriculum is the hands-on skills labs that are integral to many of your courses. These labs will intermittently put you in close contact with a select group of your classmates and an instructor in order to competently develop these skills. As we prepare for you to return to campus this Fall, your safety is our utmost priority and we want to create a culture of trust and transparency. In an effort to reduce risk as much as possible related to the COVID-19 virus, Chatham University and the School of Health Sciences have established updated policies and procedures. University wide policies are found at the following site: <https://www.chatham.edu/fall2020/index.html>

These policies and procedures are mandatory and strict compliance is expected. Any student who does not adhere to these will not be permitted to participate in educational activities and therefore, your ability to proceed in the Program/Major will be delayed. Please review these, sign and date this form and return it to your Program Director as soon as possible.

General

Covid-19 can result in a wide range of signs and symptoms from mild to severe, 2 to 14 days after exposure. As per Chatham University policy, It is critical for you to stay home and contact your primary health care provider if you have or are experiencing any of the following:

Cough

Shortness of breath or difficulty breathing

Fever

Chills

Muscle pain

Sore throat

Loss of taste or smell

Less common: Gastrointestinal symptoms such as nausea, vomiting, and/or diarrhea

Close contact with an individual who has recently tested positive for COVID 19 or is displaying symptoms.

If you must miss class sessions for any of the above symptoms, you must contact the course instructor and the University Health Services immediately. We ask that you follow established institutional protocols pending recommendations from your healthcare provider.

Building Entry Procedures:

Wash hands prior to leaving home

Wear a mask that covers your nose and mouth upon entering the Shadyside Campus and/or Eastside building

Avoid touching your mask/face

Maintain social distance (> 6 feet) when not engaging in hands on lab activities that require close contact.

Have temperature recorded by Chatham staff upon entering the campus/building (must be lower than 100.4 degrees)

Review and sign the screening questions regarding signs/symptoms and turn into your faculty member

Wash hands with soap prior to entering teaching area

In Class Procedures

Maintain six-foot separation with the exception of hands on lab activities with assigned partner(s)

Wear appropriate personal protective equipment as outlined by the instructor.

Work with the same lab partner(s), in the same laboratory classroom, for all class sessions and for any out of class practice sessions; if a student has a roommate in the program, work with that individual

Use hand sanitizer in between lab activities with partners and wash hands on classroom breaks

Cough/sneeze into a tissue and then discard in waste container and wash hands immediately after

Adhere to maximum occupancy of all rooms

Bring only the absolute necessary items into the learning environment and make sure that you clean all materials prior to class session and at the conclusion of the class session

Wipe down (disinfect) stools/chairs/tables prior to starting class and at the end of classroom activities

Wipe down (disinfect) lab mat tables and any equipment prior to starting class and in between each use and at the end of the teaching session

Maintain social distance and masks during all class session breaks

Communicate with course coordinator regarding requests to use lab space for practice outside of scheduled lab times.

I have read these policies and procedures, acknowledge the risk, and agree to abide by them at all times.

Name: _____

Date: _____

Signature: _____

NATABOC Code of Professional Responsibility

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

Code 1 – Patient Care Responsibilities: The Athletic Trainer or applicant:

- 1.1 Renders quality patient care regardless of the patient's age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law
- 1.2 Protects the patient from undue harm and acts always in the patient's best interests and is an advocate for the patient's welfare, including taking appropriate action to protect patients from healthcare providers or athletic training students who are, impaired or engaged in illegal or unethical practice
- 1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies
- 1.4 Communicates effectively and truthfully with patients and other persons involved in the patient's program, while maintaining privacy and confidentiality of patient information in accordance with applicable law
 - 1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values
- 1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain
- 1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient
- 1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan
 - 1.7.1 Does not make unsupported claims about the safety or efficacy of treatment

Code 2 Competency – The Athletic Trainer or applicant:

- 2.1 Engages in lifelong, professional and continuing educational activities to promote continued competence
- 2.2 Complies with the most current BOC recertification policies and requirements

Code 3 Professional Responsibility – The Athletic Trainer or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards
- 3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.3 Practices in collaboration and cooperation with others involved in a patient's care when warranted; respecting the expertise and medico-legal responsibility of all parties
- 3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
- 3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training

- 3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.6 Does not guarantee the results of any athletic training service
- 3.7 Complies with all BOC exam eligibility requirements
- 3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful
- 3.9 Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization
- 3.10 Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event
- 3.11 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training
- 3.12 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training Cooperates with BOC investigations into alleged illegal or unethical activities.
- 3.13 Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information
- 3.14 Complies with all confidentiality and disclosure requirements of the BOC and existing law
- 3.15 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization
- 3.16 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the BOC Professional Practice and Discipline Guidelines and Procedures.

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

- 4.1.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions
- 4.1.2 Protects the human rights and well-being of research participants
- 4.1.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or healthcare delivery

Code 5 Social Responsibility – The Athletic Trainer or applicant:

- 5.1 Protects the human rights and well-being of research participants
- 5.2 Strives to serve the profession and the community in a manner that benefits society at large
- 5.3 Advocates for appropriate health care to address societal health needs and goals

Code 6 Business Practices – The Athletic Trainer or applicant:

- 6.1 Does not participate in deceptive or fraudulent business practices
- 6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered
 - 6.2.1 Provides documentation to support recorded charges
 - 6.2.2 Ensures all fees are commensurate with services rendered
- 6.3 Maintains adequate and customary professional liability insurance
- 6.4 Acknowledges and mitigates conflicts of interest

HIPPA

Completion of Intro to HIPAA for Covered Entities must be completed online prior to the students first clinical placement. Completion of HIPPA training will be online through hoonuit on My Chatham. HIPPA – the Health Insurance Portability and Accountability Act- applies to any organization that deals with protected health information. Every clinical rotation will require to maintain protected health information. Completion of this training is a requirement before you may begin your first clinical rotation. The objectives of this course are to cover HIPPA elements and how healthcare organizations should protect patient privacy. Training consists of 160 minutes of videos along with a concluding quiz where students must earn an 80 percent. This training must be completed once over the course of the program

THERAPEUTIC EQUIPMENT CALIBRATION POLICY

The Chatham University Coordinator of Clinical Education (CCE) is responsible for ensuring that all active clinical placements sites are maintaining therapeutic equipment following manufacturer's guidelines regarding equipment calibration and maintenance. Calibration must be completed annually for all active sites in order to be compliant with the CAATE and the Chatham University MSAT policy. The CCE obtains documentation which may include but is not limited to an invoice of modality calibration from a reputable company or individual, photo documentation of proof. Sites are considered "active" if they have had a student placed for clinical education experience during the academic year. Included in this must include all currently being utilized therapeutic modalities and electrical safety checks including, but not limited to, ice machines, hydrocollator units, and therapeutic whirlpools. Any site that has been inactive for one full academic year or longer must provide updated invoices prior to a student being placed there for a clinical education experience.

CPR Policy

- Proof of CPR/AED certification.
 - As part of the program clinical requirements, all students must show attainment of an Emergency Cardiac Care (ECC) Card/Certificate. Prior to their last semester, students will be recertified to ensure attainment as a requirement to sit for the Board of Certification (BOC) Certification Examination.
 - Students are required to maintain certification through the duration of the MSAT program, any lapse in certification will deem the student ineligible to attend clinical placements. Students should contact an on campus BLS instructor as their certification nears expiration to re-certify if prior to their final semester in the curriculum.
 - Record of all students certification expiration dates will be tracked by MSAT CCE.
 - Acceptable Options include:

Provider Name	Course Title
American Heart Association	ACLS, Basic Life Support (BLS) Healthcare Provider, Basic Life Support (BLS) Provider
American Red Cross	CPR/AED for the Professional Rescuer, Basic Life Support (BLS) for Healthcare Providers
American Safety and Health Institute	CPR for the Professionals Basic Life Support (BLS)
National Safety Council	Basic Life Support for Healthcare Professional Rescuers
Canadian Red Cross	First Responder CPR/AED HCP Level
Pre-Hospital Emergency Care Council (PHECC)	Cardiac First Responder - Community Level Cardiac First Responder - Advanced Level

Emergency Protocols – AT Laboratory Emergency Action Plan

Emergency Protocol: Athletic Training Laboratory (Campbell Memorial Chapel 002)

1. Call campus police at 412-365-1111 or call 911 for Emergency Medical Services and retrieve AED. AED is located on first floor, between the center doors in the entryway. AEDs are also located in all Chatham Police vehicles.

2. Instruct Emergency Medical Services (EMS) personnel to report to:
Chatham University
Chapel
1 Woodland Road
Pittsburgh, PA 15232
Entrance is at the top of Chapel Hill Road

3. Provide necessary information to 911 operator:
 - Name, address, telephone number of caller
 - Number of victims and condition of victims
 - First Aid/CPR treatment initiated and being given
 - Specific directions as needed to locate the scene
 - Other information as requested by dispatcher
 - **Let 911 operator hang up first**

4. Send responsible person to wait for ambulance and direct emergency personnel to injured person.
 - Faculty, teaching assistant, lab manager or student.

5. Provide appropriate emergency care until arrival of EMS personnel. Upon arrival of EMS personnel, provide pertinent information and assist with emergency care as needed.

6. Ask Ambulance personnel which hospital they are transporting the patient to.

NOTE:

- Notify Campus Police at 412-365-1111 if haven't already done so
- Notify Health Services

Emergency Telephone Numbers

412-365-1111	Chatham University Campus Police Department
412-365-1706	Dr. Jason Edsall MSAT Program Director, Office Phone
412-365-1246	Dr. Tim Braun MSAT Coordinator of Clinical Education, Office Phone
412-578-5434	AHN West Penn Hospital Emergency Department
412-623-2121	UPMC Shadyside Hospital main telephone number
412-692-5325	UPMC Children's Hospital main telephone number

Appendix A

Chatham University
Masters of Science in Athletic Training Program
MSAT Program Handbook Acknowledgement

I, _____, acknowledge that I have read and understand the most recent version of the Chatham University Master of Science in Athletic Training Student Handbook and applicable University policies. The handbook is available on the Chatham University MSAT Website (add hyperlink)

Additionally, I agree to abide by all of the guidelines outlined there within during my tenure in the Athletic Training Program. If I fail to adhere to University policy and/or guidelines set forth in this manual, I am aware that I may be disciplined in accordance with the Department of Rehabilitation Sciences and Chatham University policies which may include not completing the MSAT program in the desired time or dismissal from the MSAT program. Future editions of the handbook may contain revised policies which will supersede those in earlier versions. The MSAT program will notify students of updates to the handbook via in-person meetings and electronic mail.

After reading through this document, I addressed any questions, comments or concerns with the MSAT Program Director.

Student Name

Student Signature

Date

**CHATHAM UNIVERSITY
ATHLETIC TRAINING PROGRAM**

CONFIDENTIALITY AGREEMENT

By signing and dating this document, I, _____, agree that any patient information acquired during this clinical education experience, at _____ is confidential. I must at all times maintain this confidentiality, whether during experience or after it has ended.

I must abide by the policies and procedures of both the clinical site and the MSAT program. Information regarding the patients' overall health will be used solely for the purpose of education and treatment.

The above named further agrees to hold any information including status due to injury/illness in confidence and shall not disclose any information to a third party, e.g. coaches, friends, teammates, social media, etc.

The above named student understands that any violation of this policy will result in disciplinary action and potential expulsion from the MSAT program. The clinical site may remove the student immediately if it deems that the behavior may endanger any patient, breach confidentiality, disrupt operation or not comply with requests made by the facility and its supervisory staff.

I have read the above and agree to maintain the confidentiality of all information that I have access to.

ATS Signature

Date

AT Name

Date

Preceptor Signature

Date

Preceptor Name

Date

Chatham University
Masters of Science in Athletic Training Program

Communicable Disease Policy Acknowledgement Form

By signing this form, I acknowledge that I have read and familiarized myself with the Communicable Disease Policy that is located on page ____ of the Masters of Science in Athletic Training Program Handbook. I understand the contents of the policy that denote associated risks of attending the didactic and clinical portions of my coursework with an active infectious disease. If I fail to adhere to the policy, I understand that I may be disciplined.

Student Name (Print)

Date

Student Signature

Appendix D

**Chatham University Masters of Science in Athletic Training
Travel/Volunteer Acknowledgement Form**

The Chatham University MSAT Program does not allow students to travel without their preceptor or function as a volunteer or first responder. Any work without supervision from a preceptor or faculty member is not authorized.

Any MSAT travel must meet the following criteria:

- Travel with and direct supervision by an MSAT Preceptor
- Performance of any clinical proficiencies must occur with the MSAT Preceptor present.

Violations of this policy may result in Athletic Training Student dismissal and immediate removal of Athletic Training Students from the clinical site.

While traveling to clinical sites or away contests, Athletic Training Students assume the risks associated with travel. These risks include the potential for accidents, serious injury or even death.

During outside volunteer experiences or community service, Athletic Training Students cannot recognize themselves as Athletic Training Students or first responders.

I, _____, (print name) have read and understand the travel policy referred to above.

_____ (student signature / date)

_____ (Coordinator of Clinical Education signature / date)

Appendix E

**Chatham University ATEP
Clinical Rotation Orientation Check-Sheet**

Student Name: _____ Year in AT Program: _____
Clinical Site: _____ Preceptor(s): _____

At the beginning of a new clinical rotation, each student must review the following with their preceptor:

- Emergency action plans and procedures
- Blood-borne pathogen exposure protocol, protective equipment, biohazard containers, sanitation tools
- Communicable and infectious disease policy
- Daily tasks and expectations
- Location of first aid supplies and emergency equipment
- Documentation procedures
- Patient privacy and confidentiality procedures
- Student Expectations
- Preceptor Expectations
- Dress Code
- Scheduling

Athletic training students (ATS)s are required to complete a minimum of 300 clinical hours per semester. Clinical hours should ensure that the ATS emerges as a competent entry-level athletic trainer; however, they should not be required to perform an unreasonable amount of hours. ATS have two years to gain practical experience before entering professional practice and should try to gain as much from their preceptors as possible. Athletic training is a clinically based field, thus spending time “in the field” is essential for a solid high quality clinical education. Further, this requirement will ensure that the ATS is better prepared and aware of the time commitment that the profession of athletic training mandates.

I acknowledge that I have reviewed, discussed, and, therefore, understand the above information with my preceptor.

ATS name (print): _____
ATS Signature: _____ Date: _____

Preceptor name (print): _____
Preceptor Signature: _____ Date: _____

Chatham University ATEP Technical Standards for Admission

The Chatham University Athletic Training Education Program (ATEP) is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.

In adhering to this policy, the University abides by the Americans with Disabilities Act of 1990, P.L., 101-336 (“ADA”), enacted on July 26th, 1990 and, Section 504 of the Rehabilitation Act of 1973, and other applicable statues and regulations relating to equality of opportunity. In this venue, the School of Health Sciences encourages all qualified individuals to apply for admission to the ATEP.

The Chatham University ATEP is an academically rigorous program of study that at times can also be physically demanding. One of the primary objectives is to prepare graduates for a variety of different employment settings and to render care to a wide variety of physically active individuals across their lifespans. This program requires students to learn didactic knowledge and physical skills and to adopt essential professional attitudes. The Technical Standards set forth by the ATEP establish the essential qualities for students admitted to the program in order to achieve the knowledge, skills, attitudes, competencies and proficiencies of an entry-level athletic training, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the ATEP must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodations, the student will not be admitted to the program. Compliance with the program’s technical standards does not guarantee a student’s eligibility to sit for the Board of Certification (BOC) examination.

Candidates seeking admission to the ATEP program should have (****please initial next to each point acknowledging your understanding of each statement**):

Initials	
	1. The mental capacity to retain, assimilate, analyze, synthesize, integrate concepts, foundational knowledge and problem solving to demonstrate critical thinking and diagnostic reasoning.
	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 assessment and treatment of patients. Appropriate physical techniques require applying force, resistance, palpations, therapeutic interventions, maneuvers and assisting in functional activities.
	3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
	4. The ability to record the physical examination results and a treatment plan clearly and accurately.
	5. The capacity to maintain composure and continue to function well during periods of high stress.

	6.	The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
	7.	Flexibility to quickly respond in an ever-changing environment to provide immediate patient care and/or cardiopulmonary resuscitation.
	8.	Affective skills and appropriate demeanor and rapport that relate to professional healthcare education and quality patient care.

Candidates for selection to the athletic training 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.

If a student states he/she can meet the technical standards with accommodation, then Programs for Academic Access, Confidence, and Excellence: Disability Support Services (PACE) will consult with the department and verify the presence (and impact) of a student's disability based on the documentation that the student provides. The university will then determine whether it agrees that the student can meet the technical standards with 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.

******PLEASE ONLY SIGN ONE OF THE STATEMENTS BELOW******

Statement for students not requesting accommodations

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.

Name of Applicant (please print)

Signature of Applicant

Date

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 ATP Program Director and Disability Services 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.

Name of Applicant (please print)

Signature of Applicant

Date

