



SCHOOL OF  
HEALTH SCIENCES  
MOUNT ST. JOSEPH UNIVERSITY

# Athletic Training Program



## Student Handbook

5701 Delhi Road  
Cincinnati, OH 45233-1672

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## **SECTION I: GENERAL INFORMATION**

### **A. PURPOSE OF THE STUDENT HANDBOOK**

This STUDENT HANDBOOK provides necessary information regarding policies, procedures and regulations for all students in the Bachelor of Science in Athletic Training Program at Mount St. Joseph University. Students are accountable and responsible for all information contained in this STUDENT HANDBOOK.

In addition to the policies and procedures contained in this STUDENT HANDBOOK, students are also responsible for policies and procedures outlined in Mount St. Joseph University UNDERGRADUATE CATALOG, and Mount St. Joseph University STUDENT HANDBOOK.

### **B. ACCREDITATION**

The Athletic Training Program at Mount St. Joseph University has been fully accredited by the Commission of Accreditation for Athletic Training Education (CAATE).

### **C. COPYRIGHT**

No part of this STUDENT HANDBOOK may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without permission in writing from the Chairperson, School of Health Sciences, Mount St. Joseph University, Cincinnati, Ohio 45233-1672.

### **D. CHANGE NOTICE**

The School of Health Sciences and Department of Athletic Training reserve the right to make changes in policies, procedures and regulations subsequent to the publication of this STUDENT HANDBOOK. Notice of changes, revisions, or any additions to the School of Health Sciences, Athletic Training Program STUDENT HANDBOOK will be posted on Blackboard and MyMount, and distributed to each student in writing by the Director of the Athletic Training Program. Each student is responsible for making the appropriate changes in their STUDENT HANDBOOK.

### **E. HISTORY AND INTRODUCTION**

The College of Mount St. Joseph developed an undergraduate education program for Athletic Training under Steve Radcliffe in 1990. Originally designated as an emphasis area in physical education, the program was upgraded to the status of a minor in the Department of Physical Therapy in 1996. In the fall of 1999, the College revised the Athletic Training Program due to the National Athletic Trainers Association's 2004 directive, eliminating the internship route to BOC certification. As a result, the College streamlined the program in an effort to prepare students for the BOC examination process by 2004. The program became a major and students upon graduation receive a BS with a major in Athletic Training. In the Spring of 2004 the program was initially accredited by CAAHEP. As of June 1, 2006 the program became accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In 2014, the College officially changed its name to Mount St. Joseph University and the Division of Health Sciences was renamed the School of Health Sciences.

The primary purposes of the academic curriculum and coordinated clinical experiences leading to professional certification in athletic training are:

1. To teach the principles of professional practice and foundational behaviors.
2. To develop critical thinking and evidence based clinical reasoning skills
3. To challenge students to acquire additional knowledge through learner-directed learning and research.

Students gain clinical experiences with on campus preceptors and off campus placements working with certified athletic trainers and other allied health professionals (Orthopedic Surgeons, Family Practitioners, PT's, EMT's, Paramedics, Exercise Physiologists, Biomechanists, Strength and Conditioning Specialists, etc.) to supplement traditional collegiate athletic setting experiences. The Program also aims to provide participants with ample opportunities to successfully fulfill their personal ambitions in the practice of the profession. The Mount St. Joseph University Athletic Training Program is designed to reinforce the essential foundational behaviors of the certified athletic trainer.

The Mount St. Joseph University **Athletic Training Student Handbook** is designed as a guide to inform and assist students in their daily affairs as athletic training students who represent the Mount St. Joseph University. It is developed as an initial installment for the athletic training student's personal library, and can be expanded upon as the educational program continues to develop and refine the academic and clinical components. It is expected that this handbook will be read thoroughly and essential pieces of information will be committed to memory (i.e. emergency procedures, general rules and regulations, standing orders, etc.). The information in this handbook is not intended to be comprehensive, nor all-inclusive.

NOTE: Updates to this manual (policies/procedures) can be found on the program's E\*Values and My Mount website of which all athletic training students, faculty, and staff have access.

## **F. MOUNT ST. JOSEPH UNIVERSITY MISSION STATEMENT**

Mount St. Joseph University is a Catholic academic community grounded in spiritual values and vision of its founders, the Sisters of Charity. The University educates students through an interdisciplinary liberal arts and professional curricula emphasizing values, integrity and social responsibility. Members of the Mount community embrace:

- Excellence in academic endeavors
- Integration of life and learning
- Respect and concern for all persons
- Diversity of cultures and beliefs
- Service to others

### **Mount St. Joseph University Learning Objectives and Performance Indicators:**

The School of Health Sciences believes an education that is firmly grounded within the liberal arts and sciences is essential for the today's certified athletic trainer. The purpose of an undergraduate education at the Mount is to provide students with a broad range of learning experiences in order to create a habit of mind conducive to a lifetime of learning in a diverse society. Mount St. Joseph University has developed baccalaureate learning outcomes and performance indicators (LO/PIs) to assist in the evaluation of student learning. These LO/PIs are not intended to capture all of the personal and professional development students should achieve over four years of a collegiate experience, nor should a student expect to realize these outcomes solely through core curriculum or discipline-specific courses. Rather, students should be able to demonstrate through their collective experiences (e.g., coursework, research,

cooperative education, service learning, travel abroad, work study, campus activities, volunteer work, etc.) how they have achieved these outcomes.

## **Baccalaureate Degree**

### *Communication - Effectively express ideas in oral and written formats*

- Oral presentation - Deliver an effective oral presentation designed to enlighten or persuade.
- Effective language and style - Write using language that is clear, fluent, and consistent with conventions of Standard English.
- Use of sources - Use and document sources appropriately.
- Content development - Develop compelling content to fulfill the assignment.

### *Critical Thinking - Support claims and conclusions*

- Problem definition - Describe the complexities, factors, and scope of a problem.
- Information literacy - Use appropriate scholarly evidence to support a position.
- Quantitative literacy - Apply mathematical evidence or models to support a position.
- Scientific literacy - Apply scientific evidence or models to support a position.
- Synthesis - Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.

### *Ethics - Reason about right and wrong*

- Ethical Self-Awareness - Discuss one's core beliefs and their origins.
- Catholic Social Teaching - Describe fundamental principles of Catholic Social Teaching.
- Ethical Analysis - Recognize ethical issues within a complex context.
- Application of Ethical Perspectives - Propose and defend a solution to an ethical dilemma.

### *Social Responsibility - Understand how civic engagement can promote the common good*

- Charity heritage - Describe the Sisters of Charity legacy of service.
- Social change - Explain how social injustice is perpetuated and overcome.
- Civic Engagement - Describe how individual actions can be personally and collectively beneficial.
- Global interdependence - Examine your individual and communal responsibility for the global community.

### *Cultural Competence - Analyze the diversity of human cultures*

- Cultural self-awareness - Articulate the norms and biases of one's own culture.
- Awareness of other cultures - Demonstrate understanding of the values, beliefs, biases, and practices important to members of another culture.
- Global diversity - Contrast the diversity of history, values, politics, and economic conditions in developing and developed nations.

### *Integrative Learning - Integrate life and learning to create meaning and value*

- Blending experience and knowledge - Connect experiences inside and outside the classroom.
- Connections across disciplines - Apply knowledge from more than one discipline to address a complex issue.
- Self-reflection - Reflect on how a liberal arts education has enriched your understanding of life's big questions.

## G. ATHLETIC TRAINING PROGRAM MISSION STATEMENT

The Mount St. Joseph University Athletic Training Program provides a quality entry-level athletic training education that incorporates research and technologies within an interdisciplinary liberal arts foundation emphasizing values, integrity, and social responsibility. The program incorporates a broad-based comprehensive blend of academic, clinical, and professional experiences through partnerships with various allied health care professionals.

To achieve such ends, the following guidelines are utilized as the core tenants of the program:

- The staff certified athletic trainers (ATCs) are ultimately responsible for the care of the student athletes. Athletic training students (ATs) will never be used as a work force to replace staff certified athletic trainers.
- Safety of ATs is paramount. Students will never be intentionally placed in situations that jeopardize their physical or mental well-being.
- Intolerance has no place in athletic training. Discrimination based on sex, race, color, national origin, sexual orientation or physical or mental disability will not be tolerated.
- Sexual harassment will not be tolerated in any form either by faculty and staff, athletic training students, or other members of the University community.
- The faculty strives to give each student the best, most diverse college experience possible. Students are encouraged to become involved in any and all activities, both campus and community, of their choosing.
- Service to others is a basic premise of a Mount education. Each student is strongly encouraged to become involved in service organizations both on campus and throughout the community.

## H. FACULTY AND STAFF DIRECTORY

<b>Dr. H. James Williams</b>	President	<a href="mailto:HJames.williams@msj.edu">HJames.williams@msj.edu</a> (513) 244-4232
<b>Dr. Diana Davis</b>	Provost	<a href="mailto:Diana.davis@msj.edu">Diana.davis@msj.edu</a> (513) 244-4301
<b>Dr. Darla Vale</b>	Dean of Health Sciences	<a href="mailto:Darla.vale@msj.edu">Darla.vale@msj.edu</a> (513) 244-42950
<b>Dr. BC Charles-Liscombe,</b>	Chair, Associate Professor and Program Director	<a href="mailto:BC.Charles-Liscombe@msj.edu">BC.Charles-Liscombe@msj.edu</a> (513) 244-4542
<b>Erin Lewis, MEd, ATC, CSCS</b>	Assistant Professor/ Clinical Coordinator	<a href="mailto:Erin.lewis@msj.edu">Erin.lewis@msj.edu</a> (513) 244-4512

**Rick Okragley, MD**

Medical Director/  
Team Physician      TriHealth Sports Medicine  
[Rick.Okragley@msj.edu](mailto:Rick.Okragley@msj.edu)

**Brian Lewton, MS, ATC**

Head Athletic Trainer/  
Preceptor      [Brian.Lewton@msj.edu](mailto:Brian.Lewton@msj.edu)  
(513) 244-8588

**Tom Gooding, MEd, AT, ATC, CSCS**

Athletic Trainer/  
Instructor      [tom.gooding@msj.edu](mailto:tom.gooding@msj.edu)  
(513) 244-4529

**Nicole Harshbarger, MS, ATC**

Athletic Trainer/  
Instructor      [Nicole.harshbarger@msj.edu](mailto:Nicole.harshbarger@msj.edu)  
(513) 244-4875

**Steph Madura, MS, ATC**

Athletic Trainer/  
Instructor      [stephanie.madura@msj.edu](mailto:stephanie.madura@msj.edu)  
(513) 244-4875

**Adjunct Faculty**

**Jensen Brent, CSCS**

Adjunct Instructor – ESF 420 - Athletic Conditioning and Performance  
Owner and Director –Academy of Sports Performance  
[jensen@academysportsperformance.com](mailto:jensen@academysportsperformance.com)

**Christopher DiCesare, MS**

Adjunct Instructor – ESF 330 - Biomechanical Analysis of Human Movement  
Biomechanic Laboratory Coordinator  
Cincinnati Children’s Hospital Medical Center  
[Christopher.DiCesare@cchmc.org](mailto:Christopher.DiCesare@cchmc.org)

**Jed Diekfuss, PhD**

Adjunct Instructor, HLT 430 - Research Methods in Health Sciences  
Postdoctoral Research Fellow  
Cincinnati Children’s Hospital Medical Center  
[Jed.Diekfuss@cchmc.org](mailto:Jed.Diekfuss@cchmc.org)

**Michele Schwendenmann, BS**

Administrative Assistant for Physical Therapy and Athletic Training  
[michele.schwendenman@msj.edu](mailto:michele.schwendenman@msj.edu)  
(513) 244-4890

**I. ON CAMPUS ATHLETIC TRAINING CLINICS**

Harrington Center Athletic Training Clinic      (513) 244-4875  
Sports Complex Athletic Training Clinic      (513) 244-8588

## SECTION II. ACADEMIC POLICIES AND REQUIREMENTS

The Mount St. Joseph University Athletic Training Program provides a quality entry-level athletic training education that incorporates research and technologies within an interdisciplinary liberal arts foundation emphasizing values, integrity, and social responsibility. The program incorporates a broad-based comprehensive blend of academic, clinical, and professional experiences through partnerships with various allied health care professionals.

### A. ADMISSION PROCESS

#### TRADITIONAL STUDENTS

The Mount St. Joseph University Athletic Training Program has a limited enrollment program that admits both freshmen and transfer students. Freshmen students gain admission into the program by meeting a three stage process; University admission, pre-clinical phase admission, and clinical phase admission.

After being admitted into the University, students interested in pursuing a Bachelor of Science degree with a major in Athletic Training must meet the following criteria:

1. High school cumulative grade point average (GPA) of 2.75 or higher.
2. Passed high school chemistry with a C or higher. If no high school chemistry is taken, the student must complete a high school chemistry equivalent course at another college or university with a grade of C or higher.
3. Math placement score of 3 or greater. Students may not enroll in Chemistry 111/111A until the Math placement is met. \*If COMPASS test indicates a need for remedial math, students must repeat the COMPASS or take an intermediate math course in the summer. If the requirement is not met in the summer, the student's application to the program will be "deferred" until completion of the required remedial course with a grade of "C" or higher.
4. 22 or higher composite score on ACT or 970 or higher on the SAT.
5. \*Complete a technical standards form.
6. \*Complete a medical history/physical examination that meets minimum requirements and proof of current vaccinations.

\*These must be completed prior to starting class in the fall of each year. These forms can be found on the athletic training program MyMount site.

Admission to the pre-clinical athletic training program will begin March 15th and end July 1st of each year. Students seeking admission after July 1<sup>st</sup> will be assessed on an individual basis. Admission to the University does not guarantee admission to the Athletic Training Program.

#### TRANSFER STUDENTS

Criteria for Entering the Pre-Athletic Training Major Admission

1. Be accepted to the Mount St. Joseph University.
2. Math placement score of 3 or greater. Students may not enroll in Chemistry 111/111A until the Math placement is met. \*If COMPASS test indicates a need for remedial math, students must repeat the COMPASS or take an intermediate math course in the summer. If the requirement is

not met in the summer, the student's application to the program will be "deferred" until completion of the required remedial course with a grade of C" or higher.

3. Passed high school chemistry with a C or higher. If no high school chemistry is taken, the student must complete a high school chemistry equivalent course at another college or university with a grade of C or higher.
4. Have a cumulative grade point average (GPA) for all previous course work of 2.75 or higher.
5. Earned grade of "B" or higher on clinical athletic training course work from previous institution. If less than a B is achieved in clinical coursework the course can be repeated one time at the Mount St. Joseph University.
6. Earned grade of "C" or higher on didactic athletic training course work from previous institution. If less than a C is achieved in didactic coursework the course can be repeated one time at the Mount St. Joseph University.

*Transfer students into the clinical phase of AT program will be assessed on an individual basis.*

### **Math Placement**

\*All entering students must take the math COMPASS exam to determine math placement. Athletic training students are highly encouraged to take the COMPASS soon after learning of their acceptance into the program. To schedule a date to take the COMPASS exam contact the Learning Center at 513-244-4202. Students must show a level of competency in math to take Chemistry 111. Chemistry is a pre-requisite requirement for anatomy and physiology.

## **B. PRE-CLINICAL PHASE TO CLINICAL PHASE ADMISSION**

During the first year students take introductory courses and participate in the pre-clinical phase of the program with Mount St. Joseph University preceptors and its intercollegiate athletic programs. Students will be selected for admission into the athletic training major from a pool of students who have met the following clinical phase admission criteria. Students will receive a letter from the Chair of the Department of Athletic Training no later than June 1<sup>st</sup> of their pre-athletic training year indicating their admission status into the Athletic Training Major.

1. minimum cumulative University grade point average of 2.75
2. 28 credit hours
3. minimum grade of B in ATR 180, ATR 181, and ATR 182.
4. minimum grade of C in CHE 111/111A and BIO 111/111A
5. completion of 50 clinical observation hours with a minimum score of 3.0 on preceptor evaluations.
6. pass ATR 181 and ATR 182 skill proficiencies with a B or higher.
7. proof of current CPA/AED and first aid certifications
8. completion of athletic training application by March 15th of each year

### **C. CLINICAL PHASE REQUIREMENTS/RETENTION**

After gaining admission to the clinical phase of the program, degree candidates must meet specific educational requirements to progress in the program, including:

1. Demonstrate minimal competency during each clinical assignment and successful completion of a variety of athletic training clinical experiences under the direct supervision by certified athletic trainers and other allied health care professionals. Minimal clinical competence is defined as receiving a passing score on clinical performance assessments and successful completion of NATA competencies and clinical proficiencies in assigned courses.
2. Completion of a structure plan of clinical experiences which include exposure to: Individual and team sports; sports requiring protective equipment; patients of different sexes; adolescent and adult patients; Non-sport patient populations; rehabilitation intensive settings; orthopedic and non-orthopedic medical settings.
3. Annual Blood Borne Pathogen Training
4. Annual Emergency responder certification including CPR/AED training
5. Annual TB test
6. Annual influenza vaccine
7. Maintain a minimum 2.75 cumulative grade point average
8. Maintain a minimum grade of B in all clinical perspective courses (ATR 233,232,332,333, ATR 432, ATR 433)
9. Maintain a minimum grade of C in all ATR and required cognate courses.

Students failing to meet the program's minimal retention requirements will be placed on probation for one semester. At the end of the probationary period, the student must have met deficient retention requirements. If a student receives less than a B grade in clinical perspectives coursework, the student must retake the course and successfully pass the course prior to advancing in the Athletic Training Program.

### **D. POLICY ON PARTICIPATION IN INTERCOLLEGIATE ATHLETICS**

AT students who plan to participate as an intercollegiate athlete at the Mount are encouraged to apply but must realize that summer clinical placements will be required to complete the athletic training major. Athletic training students are limited to participation in one sport season per year. Due to the conflicts with athletic participation, student athletes will be required to complete one of the six clinical placements for the clinical perspectives courses during the summer before the final year in the program.

## **E. PROGRAM REQUIREMENTS FOR A MAJOR IN ATHLETIC TRAINING – BACHELOR OF SCIENCE DEGREE**

**(90 hours)**

### **Major Requirements – 51 hours**

ATR 180	Principles and Practices of Athletic Training (3)
ATR 181	First Aid and Emergency Procedures (3)
ATR 182	Foundational Skills in AT (1)
ATR 214	Assessment & Management I: Lower Extremity (4)
ATR 214 A	Assessment & Management I Laboratory (0)
ATR 232	Clinical Perspectives I (1)
ATR 233	Clinical Perspectives II (1)
ATR 312	Therapeutic Modalities (4)
ATR 312A	Therapeutic Modalities Laboratory (0)
ATR 315	Assessment & Management II: Upper Extremity and Spine (4)
ATR 315A	Assessment & Management II: Laboratory (0)
ATR 316	Therapeutic Exercise (4)
ATR 316A	Therapeutic Exercise Laboratory (0)
ATR 325	Assessment & Management III: Medical Conditions (4)
ATR 325A	Assessment & Management III Laboratory (0)
ESF 330	Biomechanical Analysis of Human Movement (3)
ATR 332	Clinical Perspectives III (2)
ATR 333	Clinical Perspectives IV (2)
ESF 350	Exercise Physiology (4)
ESF 350A	Exercise Physiology Laboratory (0)
ESF 420	Athletic Conditioning & Performance (4)
ESF 420A	Athletic Conditioning & Performance Laboratory (0)
ATR 432	Clinical Perspectives V (3)
ATR 433	Clinical Perspectives VI (4)

### **Cognate Courses – 39 hours**

BIO 111/111A	Principles of Biology I and Laboratory (4)
BIO 197/197A	Human Anatomy and Physiology for the Health Sciences I and Lab (4) N
BIO 198/198A	Human Anatomy and Physiology for the Health Sciences II and Lab (4) N
BIO 212	Musculoskeletal Anatomy Review (2) N
CHE 111	General Chemistry I (3) N
CHE 111A	General Chemistry I Laboratory (1) N
ETH:PHI 250	Health Care Ethics (3) E
Or	
ETH:REL 252	Theological Health Care Ethics (3) E
HLT 200	Foundations of Health and Wellness (3)
HLT 260	Human Nutrition (3)
HLT 413	Healthcare Administration (3)
HLT 430	Research in Health Sciences (3)
MTH 174	Statistics I (3) MA
Or	
MTH 176	Statistics I with SPSS (3) MA
PSY 103	Introduction to Psychology (3) S

A detailed academic plan of study outlining courses by semester can be found in Appendix J.

## **F. COURSE DESCRIPTIONS**

### **ATR 180 Principles and Practices of Athletic Training (3)**

This course introduces students to the profession of athletic training, standards of professional practice, professional ethics, and various careers in athletic training. Students are oriented to basic injuries to athletes and the physically active population along with various injury prevention methods.

### **ATR 181 First-Aid and Emergency Procedures in Athletic Training w/lab (3)-Fall**

The student will learn advanced first-aid techniques applicable for the athletic trainer, coach, teacher, or other person who is primarily responsible for health care of others. Upon successful course completion the student will receive certification from the American Red Cross in CPR for the Professional Rescuer

### **ATR 182 Foundational Skills in Athletic Training (1)**

Students are introduced to and develop proficiency in standard preventive taping, wrapping techniques for the upper and lower extremities along with basic modality applications and the selection and fitting of supportive equipment. This course requires a minimum of 75 clinical hours as part of the pre-clinical phase of the athletic training program. ATR majors only.

### **ATR 214 Athletic Training Assessment and Management I: Lower Extremity (4)**

Prerequisite(s): ATR 180; ATR 181; BIO 197

Concurrent requisite(s): ATR 214A

This course is an in-depth study of assessment and management techniques for musculoskeletal injuries/illnesses of the lower extremity that are incurred by athletes and others involved in physical activity. Topics include evaluation of the foot and ankle, lower leg, knee, thigh, hip and pelvis. Students will understand the phases of gait as well as the evaluation of abnormal and/or antalgic gait.

### **ATR 214A Athletic Training Assessment and Management I Laboratory (4)**

Concurrent requisite(s): ATR 214

Course description as stated in ATR 214

### **ATR 232 Clinical Perspectives I (1)**

Prerequisite(s): Admission to the Clinical Phase of the AT program

This course focuses on laboratory and clinical experiences designed to integrate knowledge and psychomotor skills of injury prevention, injury assessment, and management in an intercollegiate athletic training setting. Students will be evaluated on their clinical proficiency in taping, wrapping, bandaging and bracing, pre-participation screening, emergency management, wound care, and addressing environmental hazards into the care of patients in the clinical environment. This course requires clinical rotations under the direct supervision of a preceptor.

### **ATR 233 Clinical Perspectives II (1)**

Prerequisite(s): ATR 232

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of injury prevention, orthopedic injury assessment, and management in an intercollegiate athletic training setting. Students will be evaluated on their clinical proficiency in taping, wrapping, bandaging and bracing, pre-participation screening, emergency management, wound care, and addressing environmental hazards into the care of patients in the clinical environment. This course requires clinical rotations under the direct supervision of a preceptor.

**ATR/PSY 275 Sports Psychology (3)**

Prerequisite(s): PSY 103 or 103H

Cross listed with PSY 275. This course is an introduction to the behavior in a sport environment and the mental skills associated with high-level performance in sport. *Elective*

**ATR 312 Therapeutic Modalities (4)**

Pre-requisite(s): ATR 214, BIO 197 & BIO 198

This course is a survey of manual, mechanical, acoustic, and electromagnetic therapeutic agents utilized by athletic trainers and other allied health professionals in the treatment of musculoskeletal injuries and other disorders. Topics will include inflammatory response to tissue injury and infection, physiology of pain and pain management theories, application of and physiological responses to therapeutic modalities, and evidence-based clinical decision making.

**ATR 312A Therapeutic Modalities Laboratory (0)**

Concurrent requisite(s): ATR 312

Course description as stated in ATR 312

**ATR 315 Athletic Training Assessment and Management of Athletic Injuries II: Upper Extremity and Spine (4)**

Prerequisite(s): ATR 214,

Concurrent requisite(s): ATR 315A

This course is an in-depth study of assessment and management techniques for musculoskeletal injuries/illnesses of the upper extremity and spine that are incurred by athletes and others involved in physical activity. Topics include evaluation of the sacroiliac joint, lumbar, thoracic and cervical spine, shoulder, elbow, wrist and hand. Students will also understand the deviations from normal posture and its influence on injury risk.

**ATR 315A Athletic Training Assessment and Management II Laboratory (0)**

Concurrent requisite(s): ATR 315

Course description as stated in ATR 315

**ATR 316 Therapeutic Exercise (4)**

Prerequisite(s): ATR 315, ATR 350

Co-requisite(s): ATR 316A

Students will demonstrate understanding of the theoretical principles underlying the use of therapeutic exercise in the care of injuries to athletes and the physically active population. Using biomechanical and physiological concepts of healing, the students will learn therapeutic exercises and rehabilitation techniques used to restore normal function in active individuals following injury or surgery.

**ATR 316A Therapeutic Exercise Laboratory (0)**

Concurrent requisite(s): ATR 316

Course description as stated in ATR 316

**ATR 320 Strength Training & Wellness (3)**

Prerequisites: BIO 131 or BIO 197

Students will study current concepts of strength training and exercise as they relate to improved athletic performance for individuals of differing ages. The course includes basic physiological principles in the prescription and administration of exercise programs. *Elective*

**ATR 325 Athletic Training Assessment and Management III: Medical Conditions (4)**

Prerequisite(s): ATR 180, ATR 181; BIO 198 or BIO 202

Concurrent requisite(s): ATR 325A

Students will study the assessment, pathology and treatment of common medical conditions specific to the field of athletic training. Students will learn to assess cardiorespiratory, gastrointestinal, genitourinary, neurological, and systemic diseases and conditions. The dosages, indications, contraindications, modes of action and regulation of various classes and subclasses of over the counter and prescription drugs and performance enhancing substances in athletics are discussed. Emphasis will include the legal, moral and ethical implications of drug administration by the athletic trainer.

**ATR 325A Athletic Training Assessment and Management III Laboratory (0)**

Concurrent requisite(s): ATR 325

Course description as stated in ATR 325

**ESF 330 Biomechanical Analysis of Human Movement (3)**

Prerequisite(s): BIO 131, BIO 197 or BIO 201

Fundamentals of human motion as they relate to physical activities and skill performance. A study of the relationship of anatomical, physiological and mechanical principles to the muscular movement of the human form.

**ATR 332 Clinical Perspectives III (2)**

Prerequisite(s): ATR 233

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of injury prevention, orthopedic injury assessment, and management in an intercollegiate athletic training and/or off-campus high school clinical settings. Students will be evaluated on their clinical proficiency in orthopedic injury assessment and management of the lower extremity. This course requires clinical rotations under the direct supervision of a preceptor on and off campus.

**ATR 333 Clinical Perspectives IV (2)**

Prerequisite(s): ATR 332

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of injury prevention, orthopedic injury assessment, therapeutic modality application, and management in an intercollegiate athletic training and/or off-campus high school clinical settings. Students will be evaluated on their clinical proficiency in orthopedic injury assessment and management of the upper extremity, lower extremity and spine. This course requires clinical rotations under the direct supervision of a preceptor on and off campus.

**ESF 350 Exercise Physiology (4)**

Prerequisite(s): BIO 198 or BIO 202

This course examines advanced physical training and exercise physiology principles and assessment. Sociological and psychological benefits of exercise will be addressed. Access to technologies related to the field to assist in the reduction of health risks will be explored.

**ESF 350A Exercise Physiology Laboratory (0)**

Concurrent requisite(s): ATR 350

Course description as stated in ATR 350

**ATR 399 Independent Study in Athletic Training (1-3)**

This is an independent course of study under the guidance of a faculty member to meet stated objectives. Written permission of department chairperson and faculty member required. *Elective*

**ESF 420 Athletic Conditioning and Performance (4)**

Prerequisites: ATR 330, ATR 350

Emphasis is placed on the knowledge and skills necessary to effectively assess, plan, and implement conditioning and performance enhancing strategies for athletes and physically active individuals. The course will prepare students for the National Strength and Condition Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) examination and other fitness credentials. Extensive study of proper execution of flexibility, strengthening, plyometric, and functional activities will be emphasized. Students taking this course may not also earn credit for ATR 320.

**ESF 420A Athletic Conditioning and Performance Laboratory (0)**

Concurrent requisite(s): ATR 420

Course description as stated in ATR 420

**ATR 432 Clinical Perspectives V (3)**

*Prerequisite(s):* ATR 333

This course focuses on laboratory and clinical experiences designed to integrate mastery-level competence in healthcare facilities. Students will be evaluated on their clinical proficiency in assessment, management, rehabilitation, and treatment of orthopedic and medical conditions. This course requires clinical rotations under the direct supervision of a preceptor on and/or off campus.

**ATR 433 Clinical Perspectives VI (4)**

*Prerequisite(s):* ATR 432

This course focuses on complex medical problems and clinical experiences designed to integrate mastery-level competence as an athletic trainer in healthcare facilities. Students are evaluated on their clinical proficiency in assessment, management, rehabilitation, and treatment of orthopedic and medical conditions. The ability to administer and manage a healthcare facility is assessed. Preparation for the BOC examination and experiential learning experiences as required by the core curriculum are included. This course requires clinical rotations under the direct supervision of a preceptor on and/or off campus.

**ATR 470 Principles of Exercise Prescription and Assessment/Lab (4)**

Prerequisite(s), ATR 350

This course provides students with theoretical principles and practical experiences in exercise prescription and assessment in low-risk health populations. Health-related fitness, rather than performance based fitness is emphasized. The course content is based upon guidelines published by the American College of Sports Medicine (ACSM) and provides a foundation for future ACSM certification as a Health/Fitness Specialist. *AT Elective. Required for the Exercise Science and Fitness minor*

## **HEALTH COURSES**

### **HLT 200 – Foundations of Wellness (3)**

This course is a survey of the physical, emotional, interpersonal, environmental, intellectual, and spiritual dimensions of wellness and their impact on human health and quality of life. Students will examine both personal and community factors influencing healthy and high risk behaviors. The role of health and wellness professionals in promoting healthy lifestyle choices and assisting others achieve optimal wellness will be explored.

### **HLT 260 Human Nutrition (3)**

This course focuses on the relationship of human nutrition and maintenance of a healthy lifestyle. Emphasis will be on current research and evidence based practices related to nutritional concerns during physical training and activities, nutritional supplements, nutritional controversies, stress management, substance abuse, and special nutritional needs of various physically active groups.

### **HLT 413 Healthcare Administration (3)**

This course provides students with an overview of healthcare leadership and administration. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals and personnel, liability and risk management, financial management, and public relations.

### **HLT 430 Research in the Health Sciences (3)**

This course focuses on the interaction of the components of the research process with application to the theory and practice of healthcare. This course emphasizes the critical appraisal and utilization of health-related research including selected theories and ethical considerations. Critical and reflective thinking, as a health care clinician who provides evidence based practice, will be emphasized.

## **G. COMPETENCIES AND PROFICIENCIES**

Competencies and proficiencies are required as per the 5<sup>th</sup> Edition of the NATA Competencies and Proficiencies for CAATE Accredited Entry-Level Athletic Training Programs. Competencies are specific cognitive, psychomotor, and affective skills while proficiencies are skill sets that are executed during professional practice. Competencies and proficiencies are evaluated in various courses while proficiencies are evaluated in clinical courses and during clinical rotations (field experiences). Proficiencies are evaluated in ATR 181, ATR 182, ATR 232, ATR 233, ATR 332, ATR 333, ATR 432/440 and ATR 433/480. Once the proficiency has been formally introduced and evaluated in class, students should begin practicing this proficiency and work on becoming competent at this proficiency during their field work or clinical rotations. Students are encouraged to practice proficiencies with peers, preceptors, and clients when possible. Students must master all competencies and proficiencies upon graduation to be endorsed to sit for the BOC examination.

\*Refer to the E-Value website for clinical evaluation forms and respective ATR syllabi for assigned competencies.

## **H. SERVICE LEARNING**

Throughout a student's undergraduate career, the program and University encourage participation in Service Learning programs. In particular to athletic training, students can participate in service learning through a 30 hour formalized rotation with an Emergency Medical Service Department within the Cincinnati area. Service learning can also be conducted with fitness and wellness programs. Students who are interested in having academic credit for service learning should see the Service Learning Director on campus or the Athletic Training Program Director.

## **I. BEHAVIOR GUIDELINES**

Although the student's personal life is private, once a student is assigned to clinical rotations and observation experiences, the student's attitudes and actions reflect on the Mount St. Joseph University, the Department of Athletic Training, the athletic department, and the profession of athletic training. It is expected that the student's lifestyle will exemplify positive personal, social, and moral standards. The Policy on Consensual Relationships will be maintained at all times. Failure to comply with any of these standards may result in suspension from the AT PROGRAM.

All athletic training students are required to adhere to all professional foundational behaviors, ethical codes, and professional guidelines related to their professional area(s) of expertise.

Athletic training students are expected to conform to Mount St. Joseph University and the Athletic Department's rules pertaining to behavior. This holds true both at home and when on trips with the athletic teams.

### **Foundational Behaviors of Professional Practice (NATA, 2012)**

These basic behaviors permeate every aspect of professional practice and should be incorporated into instruction in every part of the educational program. The behaviors in this section comprise the application of the common values of the athletic training profession.

#### **Primary Patient**

- Recognize sources of conflict of interest that can impact the patient's health.
- Know and apply the commonly accepted standards of patient confidentiality.
- Provide the best health care available for the patient.
- Advocate for the needs of the patient.

#### **Teamed Approach to Practice**

- Recognize the unique skills and ability of other health care professionals.
- Understand the scope of practice of other health care professionals.
- Understand and execute duties within the identified scope of practice for ATCs.
- Include the patient (and family, where appropriate) in the decision making process.
- Demonstrate the ability to work with others in effecting positive patient outcomes.

#### **Legal Practice**

- Practice athletic training in a legally competent manner.
- Recognize the need to document compliance with laws that govern athletic training.
- Understand the consequences of violating the laws that govern athletic training.

#### **Ethical Practice**

- Understand and comply with NATA's *Code of Ethics* and the BOCs *Standards of Practice*.
- Understand the consequences of violating the *Code of Ethics* and *Standards of Practice*.
- Understand and comply with other codes of ethics, as applicable.

#### **Advancing Knowledge**

- Critically examine the body of knowledge in athletic training related fields.
- Use evidence-based practice as a foundation for the delivery of care.
- Understand the connection between continuing education and the improvement of athletic training practice.
- Promote the value of research and scholarship in athletic training.
- Disseminate new knowledge in athletic training to fellow ATCs, patients, other health professionals and others as necessary.

#### **Cultural Competence**

- Understand the cultural differences of patients' attitudes and behaviors towards health care.
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to work respectfully and effectively with diverse populations and in a diverse work environment.

#### **Professionalism**

- Advocate for the profession.
- Demonstrate honesty and integrity.
- Exhibit compassion and empathy.
- Demonstrate effective interpersonal communication skills.

## National Athletic Trainers' Association *Code of Ethics*



### **Preamble**

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

## **1. Members Shall Practice with Compassion, Respecting the Rights, Welfare, and Dignity of Others**

1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

## **2. Members Shall Comply With the Laws and Regulations Governing the Practice of Athletic Training, National Athletic Trainers' Association (NATA) Membership Standards, and the NATA Code of Ethics**

2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.

2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.

2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.

2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

## **3. Members Shall Maintain and Promote High Standards in Their Provision of Services**

3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.

3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

**4. Members Shall Not Engage in Conduct That Could Be Construed as a Conflict of Interest, Reflects Negatively on the Athletic Training Profession, or Jeopardizes a Patient's Health and Well-Being.**

4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

## **Reporting of Ethics Violations**

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

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

*NATA*

*Ethics Investigations*

1620 Valwood Parkway, Suite 115, Carrollton TX 75006

## **J. PERSONNEL RELATIONSHIPS**

The Mount recognizes that AT students will develop a variety of professional and personal relationships during their interactions with fellow AT students, fellow Mount students and student athletes, coaching staff, preceptor, and patients. The guidelines below are intended to assist students in developing appropriate relationships with those constituents.

Preceptors: These credentialed healthcare professionals in the clinical environment are the student's immediate supervisors and instructors. The most important aspects of this relationship are communication and the fostering of mutual respect.

Athletic Training Students: Mutual respect between athletic training students is necessary for a safe learning environment. Treat others the way you would like to be treated.

Coaching Staff: This is a critical relationship. A student's experience and professional development must include learning to work well with coaches. Again communication is imperative. Students are expected to keep coaches informed about the status of injured players, the athlete's compliance with rehabilitation and treatment, and any potential problems that they encounter. If a conflict arises between a student and a coach, the student must report directly to the supervising clinician.

Team Physicians: Most communication between the student and the physicians will occur with the certified athletic trainers but there may be times when students will interact with them directly during clinical education on and off campus. Students should take advantage of the situation to learn from them. Students are expected to assist the physicians in any way necessary while engaged in clinical education.

Student Athletes/Patients: Students are in a role that requires the building of trust and respect with their patients. Social interaction between athletic training students and student-athletes at the Mount is inevitable and can foster a sense of camaraderie between the clinician and the athlete. When in the clinical setting however, students are expected to maintain a professional relationship with the patients. Students should recognize that this is a small campus and information is quickly disseminated among peers, teams, etc. therefore it is imperative that you conduct yourself in an appropriate manner at all times.

The Athletic Training Program acknowledges its responsibility to provide clear direction to athletic training students about the professional risks associated with consensual romantic and/or sexual relationships involving athletic training students and the patients they are treating. In as much as the Department is committed to fostering the development of learning and work environments characterized by professional ethical behavior free of discriminatory behavior, consenting romantic and/or sexual relationships between athletic training students and a patient are discouraged. The Program is concerned with potential conflicts of interest which may arise from such relationships. Students must also be aware of the appropriate state laws governing the protection of minors from sexual harassment and coercion.

Therefore, the program requires that:

1. The participants in such relationships act immediately to remove the conflict of interest;
2. Any athletic training student involved in such a relationship report it to the AT Program Clinical Coordinator or Head Athletic Trainer to ensure that all such conflicts of interest have been adequately addressed.
3. If such a relationship is discovered by program faculty/staff students can be removed immediately from their current clinical placement.

## K. CHILDCARE POLICY

Students' clinical assignments are an extension of their clinical coursework and therefore are taken as seriously as time spent in the didactic classroom. Children are not allowed to accompany students to their clinical assignments. Students are encouraged to finalize child care prior to starting their clinical rotations. If there is an emergency associated with a student's child which interferes with the student's clinical rotation, the student should contact their preceptor, AT clinical coordinator, or AT program director immediately to discuss the issue.

## L. SOCIAL NETWORKING POLICY

We recognize that most athletic training students enjoy participating in the networking and social opportunities offered by social networking sites such as Facebook, YouTube, Vine, Twitter, Instagram, Snapchat, etc. We encourage students to use these online communications in constructive and positive ways such as communicating important information to peers and locating people with similar interests to build special interests groups. There are many valuable uses to these networks. However, there are a number of concerns with social networking sites of which you should become aware. Some of these concerns include the following:

### Privacy Concerns

- Understand and use the privacy settings on social networking sites. Realize that information you post without using those settings may become available to anyone including college/athletic training personnel, graduate school admissions officers, potential employers, parents, and stalkers/predators/criminals.
- What you post is accessible long after you remove the information/pictures.
- Be aware who you add as a friend to your site.
- Do not provide personal identifiable information such as your date of birth, telephone numbers, home address, make of car or class schedule.
- Do not infringe upon the privacy of your friends or classmates. **Never post personal information about others.**
- Do NOT post photographs of others that could be embarrassing to them, your friends/classmates, or the Mount St. Joseph University

**REMEMBER: You are responsible for any content on your social networking site with or without privacy settings!**

### Immediate Consequences of Irresponsible Use

There are numerous documented cases of students being held responsible for irresponsible social networking use. Examples of irresponsible and/or prohibited behavior may include but are not limited to the following:

Hazing	Under age alcohol use
Use of drugs	Use of firearms
Lewd or sexually provocative depictions or comments	Defamatory comments
Harassing or threatening comments	Violation of privacy of others
Derogatory comments about the athletic training program/faculty/staff/students	
Disclosure of personal medical information	

Social Networking Sites such as Facebook and Twitter facilitates students communicating with other students. Athletic training students are not prohibited from using these sites, but users should understand that any content they make public on the sites is expected to comply with local, state and federal laws along

with the Mount's rules and regulations. It is also understood that content is in compliance with the Code of Ethics of the National Athletic Trainer's Association. Specifically, violations of any laws (e.g., harassing language or alcohol or drug violations) can be subject to the authority of several law enforcement agencies. In addition, the malicious use of on-line social networks such derogatory language about any member of the Mount community, demeaning statements about or threats to any third party, and incriminating photos or statements depicting hazing, sexual harassment, vandalism, stalking, underage drinking, illegal drug use or other inappropriate behavior will be subject to disciplinary action by the AT program director, Dean of the School of Health Science, and or University Administration as deemed appropriate if they gain knowledge of such violations. Sanctions imposed by the University may include written notification requiring the unacceptable content to be removed for the social network, temporary suspension from the program or dismissal from the program.

Please note that the University does not actively monitor social networking sites but will pursue complaints filed against students using such sites irresponsibly.

A signature page will be distributed at the beginning of each school year by the AT director/clinical coordinator. It is required that you make yourself familiar with this policy and sign and date the signature page indicate your willingness to abide by the policy throughout your time in the AT curriculum.

## **M. HIPAA AND PATIENT CONFIDENTIALITY**

HIPAA, which stands for Health Insurance Portability and Accountability Act, was created to allow, among other things, employees to keep their medical insurance plans as they change jobs ("Portability"). HIPAA is administered by the US Health and Human Services Department (The Department) and can be broken down into three "Rules". The first one, the "Transaction Rule" is intended to standardize procedure codes and electronic billing format; the second rule, the "Security Rule" is designed to secure personally identifiable healthcare information being transmitted electronically; the third rule is the "Privacy Rule" and it will have the greatest impact on how we communicate and share patients' medical information. Actually, the Privacy Rule took effect on April 14, 2001. Most covered entities must comply with the Privacy Rule by April 14, 2003.

The privacy rule creates national standards to protect individuals' personal health information and gives patients increased access to their medical records. HIPAA regulations were intended to only affect "covered entities" or those health care providers that conduct financial or administrative transactions electronically. However, it is thought by some that this definition has been expanded to include all health care entities, and business associates, that utilize patients' medical records. Thus, certified athletic trainers in all employment settings may be affected.

## **N. CONFIDENTIALITY POLICY**

It is the responsibility of all Mount St. Joseph University athletic training students to ensure that all patient information, personal, medical, or education-related remains confidential. Due to the varied number of staff personnel that may be involved with a patient's case, it is essential that this policy be observed in order to maintain an atmosphere of mutual trust that must exist between the patient and the representatives of Mount St. Joseph University Medical Staff. Gossip, careless remarks, or idle chatter concerning patients, made inside or outside of the training room is inappropriate, unprofessional, and will not be tolerated.

It is illegal for any certified athletic trainer/athletic training student to attempt to gain access to patient information, through any and all means, unless the information is needed in order to treat the patient, or

because their job would require such access. The protection of patient information, records, and reports, is the responsibility of all athletic training personnel involved.

The confidentiality policy applies to any information learned by or revealed to any athletic training student.

## **O. CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING**

The School of Health Sciences has enacted a Criminal Background Check and Drug Screening policy for all programs in the School. All students are expected to have reviewed the policy and be aware of the potential consequences of a negative background check or a positive drug screen. A copy of the policy can be found in Appendix B.

Clinical sites may require additional pre-screening in order for the student to attend the rotation. Pre-screening includes but is not limited to the following: background check, drug screening, and finger printing. It is the responsibility of the student to pay for any combination of the screening depending on their assignment.

## **P. HEALTH AND SAFETY**

### **1. Physical Examination And Health Insurance**

Every athletic training student must have a physical examination by a licensed practitioner (MD, DO, PA, NP) prior to beginning any phase of the Athletic Training Program. The physical examination must include documentation of immunizations (OPV, MMR, HBV, DPT) and be on file in the Wellness Center before beginning in the AT curriculum.

Annual tuberculosis (TB) examination is required in the clinical phase of the program. Additional fees are required in order to process the tests in the Wellness Center.

Each student is required to maintain health insurance and be responsible for medical expenses incurred during a clinical education assignment. Athletic training can be a physically, psychologically, and emotionally draining profession. It is important that athletic training students take care of their health by eating properly, getting enough sleep, and taking time to “recharge their batteries” through recreation. If the athletic training student has any problems, he/she can utilize the Wellness Center for information and referral in addition to discussing it with their preceptor, clinical coordinator or the Program Director.

### **2. Universal Precautions**

All athletic training students must be trained in Bloodborne Pathogens and the use of Universal Precautions on a yearly basis. Initial training is conducted as part of both ATR 180 – Principles and Practice of Athletic Training and ATR 181 First Aid and Emergency Procedures during a student’s pre-clinical phase of the program. Additional online training is available on the AT programs MyMount site. After initial training, students receive updated training each year either during athletic training orientation or during a self-administered training session (watching a BBP video). Once students are trained they are to sign a roster indicating the date of their training. ***Students who do not abide by this policy are NOT permitted to participate in the clinical phase of the program.***

"Universal precautions," as defined by CDC, are a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other bloodborne pathogens when

providing first aid or health care. Under universal precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV and other bloodborne pathogens.

Universal precautions apply to blood, other body fluids containing visible blood, semen, and vaginal secretions. Universal precautions also apply to tissues and to the following fluids: cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids. Universal precautions do not apply to feces, nasal secretions, sputum, sweat, tears, urine, and vomitus unless they contain visible blood. Universal precautions do not apply to saliva except when visibly contaminated with blood or in the dental setting where blood contamination of saliva is predictable.

Universal precautions involve the use of protective barriers such as gloves, gowns, aprons, masks, or protective eyewear, which can reduce the risk of exposure of the health care worker's skin or mucous membranes to potentially infective materials. In addition, under universal precautions, it is recommended that all health care workers take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices.

Mount Saint Joseph University requires the use of the following universal precautions to limit the occupational exposure to bloodborne pathogens for healthcare employees. These are the minimum suggested guidelines; the Mount Saint Joseph University will add other guidelines as necessitated by the tasks being performed:

**GLOVES:** Gloves should be worn for touching blood and body fluids requiring universal precautions, mucous membranes, or nonintact skin of all patients, and for handling items or surfaces soiled with blood or body fluids to which universal precautions apply. Gloves should be changed after contact with each patient.

**HAND WASHING:** Hands and other skin surfaces should be washed immediately, or as soon as patient safety permits, if contaminated with blood or body fluids requiring universal precautions. Hands should be washed immediately after gloves are removed.

**MASKS AND EYEWEAR:** Masks and protective eyewear or face shields should be worn by health care workers to prevent exposure of mucous membranes of the mouth, nose, and eyes during procedures that are likely to generate droplets of blood or body fluids requiring universal precautions.

**GOWNS:** Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or body fluids requiring universal precautions.

**SHARPS:** All health care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and, when handling sharp instruments after procedures. To prevent needlestick injuries, needles should not be recapped by hand, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. The puncture-resistant containers should be located as close as practical to the use area. All reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

**HOUSEKEEPING:** The workplace shall maintain a schedule for the cleaning of rooms, equipment, and spills of blood or other potentially infectious materials. All spills of blood and blood-contaminated fluids should be promptly cleaned up using an EPA-approved germicide or a 1:10 solution of household bleach

in the following manner while wearing gloves. Visible material should first be removed with disposable towels or other appropriate means that will ensure against direct contact with blood.

**MOUTH PIPETTING:** Mouth pipetting or suctioning of fluids should be prohibited.

**FOOD, DRINK, CIGARETTES, AND COSMETICS:** Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a potential for occupational exposure to bloodborne pathogens. Food and drink shall not be stored in refrigerators, freezers, or cabinets where blood or other potentially infectious materials are stored.

**HBV VACCINATION:** HBV vaccination shall be offered to all employees exposed to blood or other potentially infectious materials on an average of one or more times per month. The vaccine shall be offered at no cost to the employee.

### **3. Potential Health Risks/Accidental Exposure**

1. All students exposed to a potential biohazard via needle sticks, punctures, or other possible exposures should report this event to the Director of Clinical Education within 24 hours of the incident. Because most of our students are at remote clinical sites, we advise that students comply with the site mandates for appropriate follow-up care to an exposure including, but not limited to, the following standards. We recommend that the following lab tests be completed immediately after the incident and again three (3) months later:
  - a. Hepatitis A IgM
  - b. Hepatitis A Total
  - c. Hepatitis C Virus
  - d. Hepatitis B Surface Antigen
  - e. Hepatitis B Core, Total
  - f. HIV
2. Students experiencing an exposure incident on the MSJ campus should first inform the supervising personnel or faculty and report the incident to Campus Police and the Wellness Center immediately.
3. Students not in remote or distant locations may seek this follow-up under the care of the Wellness Center on the MSJ campus.

### **4. Standard Precautions**

Appropriate review of Standard Precautions will be provided by clinical departments during the orientation at each clinical site. As part of the student's professional development, they will be responsible for incorporating these precautions into routine practice while in patient care situations. They will assume their own responsibility for inquiring about what is available at each clinical site.

The following are steps a student should take in the event of contact with blood, tissue, or body fluids:

1. Remove soiled clothing and administer immediate first aid at the worksite (wash skin/flush eyes 10-15 min./etc.). Remove contact lenses if eyes are exposed.
2. Notify resident, site coordinator and/or preceptor.
3. Obtain name, medical record number and location of patient source.
4. Report, in person, immediately to the designated location at the clinical site where you are interning for follow up treatment (i.e. Employee Health Service, Infectious Disease Service and/or the Emergency Department).
5. If you are not successful seeking immediate assistance, page your supervisor (e.g., resident, attending, clerkship director) as soon as possible.

### **Follow up procedures:**

1. Notify the Director of Clinical Education within 24 hours of the exposure. Confidentiality of this information will be maintained.
2. Continue treatment and counseling at the site for an appropriate amount of time. Follow up with lab studies and assistance for any further treatment.
3. The Director of Clinical Education will follow up with you periodically to provide and/or refer for counseling and assistance as needed.

## **Q. INFRACTIONS AND APPEALS**

Unless otherwise stated in this manual, infractions of athletic training policies will be dealt with as follows:

1<sup>st</sup> infraction: Written warning and a meeting with the Preceptor.

2<sup>nd</sup> infraction: Meeting with the Clinical Coordinator/Program Director and Preceptor, behavior contract to correct problem.

3<sup>rd</sup> infraction: Dismissal from Athletic Training Program.

Any student who feels that he/she has been adversely affected by any decision regarding discipline or academic integrity has the right to appeal those sanctions. The rights of the student are outlined in detail in Mount St. Joseph University Catalog and Mount St. Joseph University Student Handbook.

For appeals involving academic matters or academic integrity, the student would follow the procedures outlined in Mount St. Joseph University Catalog. For appeals involving non-academic discipline, the student will utilize the following procedure:

1. A detailed written statement of the grievance should be sent to the Program Director within two weeks, which will be followed by a consultation.
2. If the student is not satisfied with this consultation, he/she may file a letter of grievance to the Dean of the School of Health Sciences within one week, which will be followed by a consultation.
3. If the student is not satisfied with this consultation, he/she may utilize the University Appeals Board (UAB) procedures as outlined in Mount St. Joseph University Handbook.

## **R. ADDITIONAL FEES**

Additional fees associated with the program include, but are not limited to:

1. Laboratory fees (ATR 181, 182)
2. Differentiation fee (ATR 232, 233, 332, 333, 432, 433)
3. Health immunization and TB screening fee
4. Travel cost to and from off-campus clinical sites and to conferences/workshops
5. Athletic training clothing
6. Conference/workshop registrations
7. Clinical Education E\*Values fee
8. Lost Name Badge Fee
9. Drug and Criminal Background Screening fees
10. CPR/AED Renewal Fee

## **S. PROFESSIONAL ORGANIZATIONS**

### **National Athletic Trainer's Association**

The National Athletic Trainers Association (NATA) is a not-for-profit organization with more than 35,000 members nationwide. The NATA is committed to advancing, encouraging, and improving the athletic training profession.

Founded in 1950 with a membership of 200 athletic trainers, the NATA is based in Dallas, Texas and provides a variety of services to its membership including continuing education, governmental affairs, and public relations. The NATA also publishes the *Journal of Athletic Training*, a bimonthly scientific journal, the *Athletic Training Education Journal*, and the *NATA News*, a monthly membership magazine.

More than 41,000 NATA members are certified by the NATA Board of Certification, thus having earned the title of Certified Athletic Trainer (ATC). The NATA sets standards for athletic trainers through its educational reforms. Additionally, in 1990, the American Medical Association (AMA) recognized athletic training as an allied health profession.

Student membership and participation in the National Athletic Trainers Association and the various state and local athletic training related associations is strongly encouraged.

### **NATA CONTACT INFORMATION**

National Athletic Trainers Association  
1620 Valwood Parkway, Suite 115, Carrollton TX 75006  
1-800-879-6282 (1-800-TRY-NATA)  
<http://www.nata.org>

### **Great Lakes Athletic Trainers Association - GLATA (NATA DISTRICT 4)**

**Website:** <http://www.glata.org>

### **Ohio Athletic Trainers' Association - OATA**

**Website:** <http://www.oata.org>

### **Greater Cincinnati Athletic Trainers' Association - GCATA**

**Website:** <http://www.gcata.org>

### **Athletic Training Club**

The AT Club is the SGA recognized student organization of the AT program. The club has an executive board of officers and membership is open to all pre-clinical and clinical AT students.

## **T. STATE LICENSURE REQUIREMENTS**

The Ohio Physical Therapy, Occupational Therapy, and Athletic Training (PT, OT, AT) Board manages the application and enforcement of the practice of athletic training. Upon graduation or employment in Ohio, students are required to seek licensure prior to practice.

Licensure requirements are available at [www.otptat.ohio.gov](http://www.otptat.ohio.gov)

## SECTION III: CLINICAL EDUCATION

### A. CLINICAL EDUCATION OVERVIEW

The clinical education portion of the Athletic Training Program is a progressive and sequential program corresponding with didactic coursework. Clinical education begins with formal education within a didactic classroom/lab type setting and continues throughout a student's three years in the clinical phase of the program through interactive simulated and real time experiences at various clinical sites under preceptors.

#### **First Year:**

Students are assigned to Preceptors at the Mount St. Joseph University. They will be required to complete a minimum of 50 hours of clinical experiences. First year student's clinical hours are required in ATR 180 or ATR 182. Students are rotated for two 3 week periods through various on-campus sites. Students are expected to record their hours on E-Value and are evaluated at the end of each 3-week period by their assigned preceptor. Students are also expected to submit a written reflection describing their observation experiences and learning outcomes associated with the rotation period.

#### **Second Year:**

Students are enrolled in ATR 232 and ATR 233 in the fall and spring semesters. Students are assigned to Preceptors at the Mount St. Joseph University. They are required to complete a series of six 5-week clinical experiences as assigned in ATR 232 and ATR 233. The rotations include upper extremity (SB, BSB, GOLF, T, VB, LAX, WR); lower extremity (FB, SOC, BSK, XC, T&F, CH, Dance); team sport (FB, SOC, BSK, BSB, SB, LAX); individual sport (T, Golf, Dance, CH, WR, XC, T/F); equipment intensive (FB, MLAX); and rehabilitation – on-campus. Criteria for successful completion of the clinical expectations and assignments are outlined in the respective course syllabi. Students must complete a minimum of 100 clinical hours per semester and are limited to a total of 200 hours per semester. Students usually have 3 days of clinical assignments in addition to sporting events of their assigned sport.

#### **Third Year:**

Students are enrolled in ATR 332 and ATR 333 in the fall and spring semesters. Students are assigned to preceptors off and on campus at various clinical sites (i.e., MSJ athletic training clinics, high schools, professional sports, and general medical sites). They are required to complete a series of clinical experiences as assigned in ATR 332 and ATR 333. Criteria for successful completion of the clinical expectations and assignments are outlined in the respective course syllabi. Students must complete a minimum of 150 clinical hours per semester and are limited to a total of 250 hours per semester. During the junior year students are expected to have 3-4 days of clinical experiences in addition to any sporting events at their clinical assignment.

#### **Fourth Year:**

Fourth year students will be assigned to an off-site rehabilitation clinical site, a general medical rotation as well as completed a semi-independent experiences at either an on and off campus clinical sites. They are required to complete a series of clinical experiences as assigned in ATR 432 and ATR 433. Clinical experiences focus on addressing areas of weakness and/or areas where students desire further experiences. Students are expected to mentor other undergraduate students during their fourth year clinical rotations. Criteria for successful completion of the clinical expectations and assignments are outlined in the respective course syllabi. Students must complete a minimum of 200 clinical hours per semester and are limited to a total of 300 hours per semester. When students are assigned as the head ATS for a MSJ team, the student is expected to have a minimum of 4-5 days per week clinical rotation in addition to sporting events of their assigned sport.

Senior students also have the option in participating in an off campus immersion experience which is often located at an NCAA Division I institution with the institutions athletics program. Students must relocate and live in the area of which the institution is located. Therefore students more than likely must

pay for room, board, and meals. More information concerning this program can be obtained from the Department Chair.

## **B. CLINICAL ROTATION SCHEDULING & ASSIGNMENTS**

Clinical rotations are assigned in varying time periods dependent upon the clinical site. Some rotations may be slightly longer depending upon the circumstances surrounding the clinical assignment. Clinical education time must be evenly distributed throughout the clinical rotation for consistent scheduling and continuity.

Students are assigned to a preceptor rather than a sport for each clinical rotation. Clinical assignments are determined on a yearly basis and will provide each student experience with upper extremity conditions, lower extremity conditions, an equipment intensive experience, general medical conditions (including rotations with physicians) and outpatient rehabilitation. Students can also choose to do elective rotations at accelerated training facilities, wellness centers, performing arts, professional sports, emergency medicine, and other allied health care/medical settings.

Students will be assigned to a preceptor and have a set weekly schedule established by the clinical coordinator. Students are required to report to their preceptor on each day they are scheduled and the preceptor will establish the activity/experience of that day (i.e. competition, practice, treatment/rehab, and administrative work). It is the preceptors decision to dismiss the students on any given day. Students are not to arrange to participate in other activities (i.e work) on the days scheduled for clinical rotation.

If your preceptor is not present during your scheduled clinical experience (i.e, traveling or with an athlete in surgery/physician appointment), we encourage students to work on proficiency skills, administrative work such as record keeping, help with other teams when appropriate and so forth. At no time should students perform athletic training skills unsupervised.

Time allotted per skill level will usually follow these guidelines:

- Intercollegiate sports
  - Sophomore year: six 5-week rotations (3 per semester)
    - with preceptor 3 days a week and games (Not to exceed 4-5 days/wk)
    - Minimum 100 clinical hours per semester; 200 hours maximum
  - Junior year: one 15 week semester
    - with preceptor 4 days a week and games (Not to exceed 5 days per week)
    - Minimum 150 clinical hours per semester; 250 hours maximum
  - Senior year lead student:
    - Full sport season with preceptor 5 days a week and games
    - (Not to exceed 6 days/wk)
    - Minimum 200 clinical hours per semester; 300 hours maximum
  - Seniors when not lead students develop an individual schedule with preceptor based upon needs of student. (Not to exceed 4 days per week)

- Collegiate clinician:  
This is a full semester clinical placement with a designated preceptor. Each student must complete hours appropriate to their class status. The student's focus is on patient care and developing professional demeanor in the clinic. Students should be scheduled during clinic time, with minimal time at practices and events.
- Interscholastic sports:  
Full semester rotation  
with preceptor 3 days a week and games (not to exceed 4 days/wk)  
Minimum 150 clinical hours per semester; 250 hours maximum
- Outpatient clinic:  
An outpatient rehabilitation clinical placement completed during the academic school year is an 8 week placement. Each student must complete approximately 12 to 15 hours/week. An outpatient rehabilitation clinical placement completed during the summer is a 4 weeks rotation. Each student must complete approximately 20 hours/week for a minimum of 80 clinical hours.
- General Medical  
The general medical clinical placement is completed either on- or off-campus in designated facilities. Each student must complete a total of approximately 24 hours. General medical clinical rotation is a 3 week program during the academic school year, with 7 – 8 hours to be completed per week. If general medical clinical rotation is completed during the summer, the program should be 1 – 2 weeks, with 12 to 24 hours per week. Clinical coordinator will work with facilities' manager to establish the student's schedule.
- Orthopedic Physician Practice (elective)  
The Orthopedic Physician Practice placement is completed off-campus in designated orthopedic physician practices and after-hours clinics. When assigned, each student must complete a total of approximately 24 hours. The rotation is 4 weeks during the academic school year, with 7 – 8 hours to be completed per week. Clinical coordinator will work with facilities' manager to establish the student's schedule.
- Professional Sports  
Students placed with professional sports will develop a schedule with their preceptor and average 20 hours per week. Assignments typically occur in the junior or senior year in lieu of the intercollegiate experience.

**NOTE:**

Any volunteer time students provide to their preceptor or clinical site that is NOT required by the ATR course student is registered for is strictly on a volunteer basis. Hours spent in a clinical setting beyond required course expectations are not part of the students' undergraduate athletic training educational requirements and must be determined by mutual agreement between students and preceptors.

### C. ATHLETIC TRAINING STUDENTS LEVEL OF SKILL

The AT student will limit the scope of practice to his/her appropriate level within the Athletic Training Program. AT NO TIME will a student perform any action that is not within their appropriate level of skill. Once an injury occurs or a treatment/taping/assessment situation arises, the student will make certain that a preceptor is present before proceeding.

1. Observation Student: A student not yet admitted into the Athletic Training Program at the University. These students are typically first year students, transfer students, or students completing the pre-requisites for admission to the clinical phase. Their primary role is to observe the day to day functioning of the athletic training facility, the workings of the staff and the students, and to interact with the AT students admitted into the program.
  - i. Observation Description: These students are limited to the following activities while observing in the athletic training room, at practices, and at games.
    - A. Facility maintenance including but not limited to restocking supplies, inventory control, cleaning, vacuuming, and filing;
    - B. Practice and event set-up and clean-up including but not limited to filling and cleaning coolers, whirlpools, and water bottles, and delivering emergency and athletic training equipment to the competition site.
    - C. In the event of an emergency, the student may assist an AT staff member with the Emergency Action Plan by calling EMS, meeting the ambulance, and delivering necessary equipment to the injury site.
    - D. Practicing foundational skills on other observation students and athletic training students.
2. Level I students have completed the following course work:
 

ATR 180	Principles and Practices of Athletic Training
ATR 181	First Aid and Emergency Procedures
ATR 182	Foundational Skills in AT
BIO 111/111A	Principles of Biology and Lab
CHM 111/111A	General Chemistry I and Lab

have been admitted into the clinical phase of the athletic training program, and are enrolled in ATR 232 and ATR 233– Clinical Perspectives I and II

Clinical Education Description: Once an athletic training student has demonstrated competence in the performance of the skills listed below, he/she will be allowed to practice the following skills while working in the athletic training room, at practices, at games, and at off campus clinical experiences under the direct supervision of an preceptor.

- A. Facility maintenance including but not limited to record keeping, restocking supplies, inventory, cleaning, vacuuming, and filing;
- B. Preliminary assessment of injury/illness utilizing a stethoscope
- C. Documentation of injury/illness utilizing SOAP notes, Progress Notes, Medical Referral forms, and Insurance Claim billing forms;

- D. Assist with pre-participation examination screening procedures including height, weight, Snellen eye chart, vital signs, taking a medical history;
- E. Assist with protective equipment fitting;
- F. Assist patients in the use of ambulatory aids and on-field transportation techniques.
- G. Perform environmental and facility conditions assessments including use of a sling psychrometer, lightning detector, and weather reporting technology.
- H. Practice and event set-up, coverage, and clean-up including but not limited to filling and cleaning coolers, whirlpools, and water bottles; assisting with hydration activities, and delivering emergency and athletic training equipment to and from the competition site.
- I. Applying preventative and post-injury taping, wrapping, and bandaging procedures for patients before, during, and after practice or competition;
- J. Assist when instructed by an ACI with the Emergency Action Plan in the event of an emergency by calling EMS, meeting the ambulance, delivering necessary equipment to the injury site, assisting with spine boarding and basic life support procedures, and
- K. Basic modality application including heat, cryotherapy, hydrotherapy, electrotherapy, and ultrasound as directed by an ACI

3. Level II students have completed the course work for Level I in addition to the following courses:

ATR 214/214A	Evaluation of Musculoskeletal Injuries I – Lower Extremity and lab
ATR 232	AT Clinical Perspectives I
ATR 233	AT Clinical Perspectives II
BIO 197/197A	A&P for the Health Sciences I and Lab
BIO 198/198A	A&P II and Lab
BIO 212	Musculoskeletal Anatomy Review
HLT 260	Human Nutrition

and are enrolled in either ATR 332 –Clinical Perspectives III or ATR 333 – Clinical Perspectives IV.

Clinical Education Description: Once an athletic training student has demonstrated competence in the performance of the skills listed below, he/she will be allowed to practice the following skills while working in the athletic training room, at practices, at games, and at off campus clinical experiences under the direct supervision of a preceptor.

- A. Initial and follow-up assessment of injuries and illnesses to the hip and pelvis, thigh, knee, lower leg, ankle and foot including the use of the following skills:
  - Taking a medical history
  - Analysis of posture
  - Observation
  - Palpation
  - Goniometric assessment
  - Manual muscle testing
  - Circulatory assessment
  - Neurological assessment
  - Girth measures
  - Special tests, and
  - Functional Tests;
- B. Assessment of Body Composition;
- C. Instruct patients in the use of bronchodilators and assist in the administration of emergency epinephrine auto-injectors
- D. Pre-treatment physical examinations; and
- E. Selection and application of cryotherapy, thermotherapy, hydrotherapy, electrotherapy, acoustical (ultrasound) therapy treatments and devices, traction, intermittent compression, massage, and soft tissue mobilizations;

4. Level III students have completed the course work for Level II in addition to the following courses:

ATR 312/312A	Therapeutic Modalities and Lab
ATR 315/315A	Assessment & Management II: Upper Extremity and Spine and Lab
ATR 316/316A	Therapeutic Exercise and Lab
ATR 325/325A	Assessment & Management III: Medical Conditions and Lab
ESF 330	Biomechanical Analysis of Human Movement
ATR 332	Clinical Perspectives III
ATR 333	Clinical Perspectives IV
ESF 350/350A	Exercise Physiology and Lab

and are enrolled in either ATH 432 – Clinical Perspectives V or ATH 433 – Clinical Perspectives VI.

- i. Clinical Education Description: Once an athletic training student has demonstrated competence in the performance of the skills listed below, he/she will be allowed to practice the following skills while working in the athletic training room, at practices, at games, and at off campus clinical experiences under the direct supervision of a preceptor.

- A. Initial and follow-up assessment of injuries and illnesses to the sacroiliac joint, spine, shoulder, elbow, wrist and hand including the use of the following skills:
  - Taking a medical history
  - Analysis of posture
  - Observation
  - Palpation
  - Goniometric assessment
  - Manual muscle testing
  - Circulatory assessment
  - Neurological assessment
  - Girth measures
  - Special tests, and
  - Functional Tests;
- B. Assessment of flexibility, and demonstration and implementation of flexibility exercises;
- C. Assessment of isometric, isotonic, and isokinetic strength, and demonstration and implementation of strength training and conditioning exercises for the upper extremity, lower extremity, and trunk;
- D. Assessment, demonstration, and implementation of muscular endurance exercise for the upper and lower extremity;
- E. Assessment, demonstration, and implementation of neuromuscular control, coordination, and agility exercises
- F. Assessment, demonstration, and implementation of speed exercises – upper and lower extremity
- G. Demonstration and implementation of plyometric exercises in the upper and lower extremity
- H. Assessment, demonstration, and implementation of cardiovascular endurance exercises – upper and lower extremity
- I. Assessment, demonstration, and implementation of functional exercises – upper and lower extremity
- J. Assist the supervising clinician with identification of resources for psychosocial disorders, provide assistance with the intervention and referral for eating disorders and potential substance abuse;
- K. Present educational materials to peers and other allied health personnel; and
- L. Evaluate and develop facility specific evacuation plans, administrative policies, and emergency action procedures.

## D. ATTENDANCE

The clinical experience provides the student with an opportunity to apply theory, as well as cognitive, psychomotor, and affective skills in various settings consistent with athletic training professional practice. Students are encouraged to take advantage of every educational experience provided at each clinical site to which they are assigned. The quality of each student's clinical experience depends upon the student's preparedness, enthusiasm, willingness to learn, and participation. Regular, scheduled attendance at the assigned clinical site will facilitate quality educational experiences provided by the clinical site and preceptor. To assist preceptors' planning of educational experiences, students are expected to report any absences to both the on-site clinical advisors and the Clinical Education Coordinator prior to the expected absence. **Clinical attendance is part of the clinical course grade of which the student is enrolled.**

### Guidelines:

1. A student is expected to attend every scheduled day of their clinical experience.
2. The students are expected to minimize absence from their clinical site for any reason. Special circumstances will undoubtedly arise and students are expected to communicate such to their preceptor. When a student must miss scheduled clinical time, subsequent arrangements are to be made with the preceptor.
3. Clinical education is a course requirement for the AT curriculum. Due to the scheduled nature of athletics practices and competitions, clinical education must be given scheduling priority over part-time employment. Students and preceptors must communicate well in advance to schedule outside commitments.
4. Students observe the holidays of the facility and not the school, unless otherwise notified or mutually agreed upon between the student and their preceptor.
5. The students must notify the Clinical Education Coordinator of any absences or schedule changes during the clinical affiliation.
6. The students are expected to follow the established guidelines outlined for clinical education regarding required clinical education hours and clinical site assignments.

## E. TRANSPORTATION TO CLINICAL SITES

Transportation to the off campus clinical facilities are the responsibility of the student. If possible, students may commute together. The student or parent/guardian is responsible for the appropriate insurance, maintenance, and fuel costs for the vehicle.

## F. PRECEPTOR RESPONSIBILITIES

**Definition:** A preceptor shall be a faculty, staff, or adjunct allied health or medical community member of the sponsoring institution or affiliates who provides formal instruction and/or evaluation of students in the clinical proficiencies of the athletic training educational program. A preceptor shall perform psychomotor and/or clinical proficiency instruction and evaluation at some point during the educational experience. Evaluation of the proficiency shall be done in a one-on-one basis as determined by the institution. The preceptor shall also be involved in the learning-over-time continuum during the clinical experience.

### Responsibilities:

The preceptor assumes the clinical responsibilities. The preceptor's role includes:

- a. Plan the learning experience and provide instruction to students in the didactic, laboratory, and/or clinical setting.
- b. Monitor students' behavior by providing feedback that fosters learning and re-mediate when necessary.

- c. Use teaching strategies that provide a sequential, yet progressively complex approach to student problem-solving.
- d. Evaluate student cognitive, psychomotor, and behavioral knowledge and skills through formal mid-rotation and final evaluations with the student. These written evaluations are to be completed, reviewed with the student, and returned to the clinical coordinator.
- e. Facilitate students' critical-thinking and decision-making skills by introducing challenging scenarios and to utilize skills and resources available.
- f. Comply with any state, federal governmental or administrative laws, rules, regulations and statutes governing the practice of athletic training.
- g. Provide each assigned student with an orientation to the clinical site, including copy of pertinent rules and regulations of the clinical site on the first day of the clinical experience.
- h. Provide adequate supervision of the student and a good learning environment. A preceptor must always be able to intervene on behalf of the athlete when a student is in the clinical setting.
- i. Interact directly with the student, and adjust work load to student's needs.
- j. Serve as a role model and demonstrate a positive attitude toward students.
- k. Maintain ethical standards and professional practice behavioral foundations.
- l. Respect the rights and dignity of the student. Provide a private setting for evaluation and feedback sessions.
- m. Notify the athletic training clinical coordinator immediately of any changes in operation, policies, or personnel which may affect clinical education.
- n. Advise the clinical coordinator immediately of any serious deficiency noted in an assigned student's performance. It will then be the mutual responsibilities of the student, preceptor and clinical coordinator to devise a plan by which the student may be assisted towards achieving a positive outcome from the clinical experience.

## **G. CLINICAL SUPERVISION POLICY**

Athletic training students while enrolled in the clinical phase of the Athletic Training Program are assigned to preceptor for clinical placements. It is during these clinical placements students apply their clinical skills, cognitive knowledge and decision making abilities in simulated and "real time" situations. While assigned to the preceptor the following policies apply:

1. Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education.
2. The preceptor must consistently and physically interact with the athletic training student at the site of the clinical experience.
3. There must be regular planned communication between the AT Clinical Coordinator and the preceptor.
4. The number of students assigned to a preceptor in the clinical experience component must be of a ratio that will ensure effective education and should not exceed a ratio of five students to a preceptor in the clinical setting.

Students must be supervised at all times by a preceptor. If the preceptor must attend to a situation away from the student, the student must accompany the preceptor or go with another preceptor. At no time can a student be used as a first responder and/or travel with a team to a competition or practice without a preceptor designated by the University.

## H. TRAVEL WITH PRECEPTORS TO AWAY MATCHES

Students have the opportunity to travel with preceptors to competitions away from the affiliated clinical site. We encourage the preceptor to provide each student with the opportunity to travel at least once per season. The following should be taken into consideration prior to determining if a student can travel: 1) if there is appropriate amount of room available (rooms for overnight trips/bus accommodations, and so forth); 2) The student does not have a class or personal conflict; and 3) the student is given one week notice prior to traveling departure.

We encourage students to travel when possible to expand their clinical and didactic knowledge, meet allied health care professional from different schools and view different facilities.

## I. ASSESSMENT OF CLINICAL EXPERIENCES

Clinical experiences of students are evaluated in three ways during their clinical assignments.

### 1. Clinical Evaluation by preceptor

Students are evaluated by their preceptor two times during their clinical assignment with intercollegiate, interscholastic, and professional sports. In all other placements students are evaluated once by their preceptor.

### 2. Site Visits

Students are visited at their clinical site two times by the AT clinical coordinator or other MSJU representative during the course of a student's placement with the exception of general medical where visits are made twice during each semester when students are assigned to that venue. Also, student placements that are less than eight weeks in duration are only visited once. During the site visit the MSJU representative evaluates the site and observes the student and preceptor. The Clinical Coordinator also maintains communication with all preceptors via telephone/electronic mail.

### 3. Reflective Essays and Weekly Journal Entries

Students will write reflective journal entries and reflection essays concerning their clinical experiences at their assignments. These essays are read and evaluated using a rubric by the clinical coordinator and AT director.

\*All of these tools are utilized to provide an overall assessment of the clinical education program.

## J. DRESS CODE

The athletic training student is expected to demonstrate principles applicable to being a professional athletic trainer in dress and grooming. The student must be dressed in a manner that he/she can provide safe patient care. Dress and grooming are inherent factors of good infection control and professional practice.

The official student uniform will consist of:

1. A solid colored pant such as blue, black or khaki (no jeans)
2. MSJ athletic training attire or solid colored pullover collared shirt (blue, gray, black, white, yellow)
3. Socks, stockings, or knee highs
4. Shoes with a closed toe and heel
5. School of Health Sciences, Athletic Training Program photo I.D. badge
6. Shorts will be of mid-thigh length and will not be worn below the hips
7. Shirts must be tucked in at all times
8. No excessive jewelry (as determined by preceptor)

\*Students can wear MSJ AT t-shirts and practice shorts for practice coverage

*At no time will students wear clothing:*

*-advertising alcohol or establishments who sell alcoholic beverages*

*-with unacceptable language*

*-bearing the name of another institution or professional sport organization*

#### Off Campus

The student will wear clothing appropriate to the facility. This may vary slightly according to the facility's policy. The preceptor will advise the student of any changes in the aforementioned dress code. The student is also required to wear University name badges in accordance with institutional policy.

### **K. BODY PIERCING AND TATTOO POLICY**

While representing Mount St. Joseph University Athletic Training Program during clinical assignments (practices, event coverage, athletic training clinic, and travel) both on and off campus, students will not have exposed body piercing with the exception of ear piercing which shall be limited to the discretion of the preceptor / supervisor. The appropriate type of earrings worn will also be determined by the preceptor / supervisor. Exposed body tattoos will not be allowed with the exception of tattoos on the arms which students already had prior to entering the program.

### **L. REQUIRED EQUIPMENT**

At the beginning of the sophomore year, students will be expected to purchase an equipment package which contains essential AT equipment for clinical rotations and laboratory courses. Equipment required for rotations includes: blood pressure cuff and stethoscope, pen light, reflex hammer, goniometer, tape measure, lister bandage scissors, CPR pocket mask, and a sling bag. Students are expected to keep a black pen with them at all times.

### **M. LIABILITY INSURANCE**

Mount St. Joseph University provides malpractice insurance for its athletic training students. This insurance helps to protect the student in the event of legal action. This insurance only covers students during clinical experiences specifically related to the students' educational program. If you plan on doing any other clinical experience (helping at your high school, etc.), you may wish to consider purchasing your own policy, which is fairly inexpensive. Contact the program director or clinical coordinator for more information.

### **N. CALIBRATION AND SAFE USE THERAPEUTIC EQUIPMENT POLICY**

In order to ensure the safety of athletic training students and patients, the Mount St. Joseph University Athletic Training Program mandates that all therapeutic equipment and modalities in use at affiliated clinical sites be calibrated and maintained on an annual basis according to the manufacturer's recommendation or federal, state, or local ordinance.

All affiliated clinical sites are expected to maintain records of annual calibration and electrical safety testing of electrical equipment used in clinical practice with patients or available for practice with students. Preceptors will be asked to provide a copy of the calibration records to the Clinical Education Coordinator and will be kept on file in the program office for review. During clinical education site visits, the CEC will also review that calibration and electrical safety testing is up to date on all therapeutic modalities and equipment. During a student's orientation to a clinical rotation, they are expected to review the inventory of therapeutic modalities and equipment available for clinical practice with patients and/or for student learning.

If a student identifies a therapeutic modality or other electrical therapeutic equipment that has not been calibrated or inspected within the past year, they are expected to notify the onsite preceptor and the CEC. AT students are prohibited from using, practicing, or applying the device to self or others until the equipment has been properly tested and assured to be safe and calibrated to manufacturer's specifications.

## **APPENDICES**

## APPENDIX A

### Mount St. Joseph University School of Health Sciences

## CRIMINAL BACKGROUND AND DRUG SCREEN POLICIES

### Purpose

The Criminal Background and Drug Screening Policy of Mount St. Joseph University (University), School of Health Sciences (School) is grounded in the School's mission to "prepare students for professional careers in selected health disciplines" and in accordance with the University Mission to "educate students through... professional curricula emphasizing values, integrity and social responsibility." The purposes of this policy are to:

- Encourage students to make decisions with integrity and place value on their own health and well-being as current or future health care providers;
- Uphold our shared social responsibility to protect the public, including patients and clients; and
- Comply with the requirements of regulatory bodies and affiliated clinical facilities and/or their authorized agents and representatives in the health disciplines.

### Circumstances

Criminal background checks and/or drug screens may be required of the School of Health Sciences students for reasons, including but not limited to, the following:

- As a requirement for enrollment into the professional phase of the curricula;
- As a requirement of applicable regulatory bodies or assigned affiliated clinical facilities and/or their authorized agents and representatives;
- As a periodic random sampling of the student body; and
- Under reasonable suspicion, documented by at least two University faculty and/or staff if the student is on campus, or a representative of the clinical facility if the student is in clinical at an off campus location.

Reasonable suspicion suggests that the student has demonstrated affect, behavior, or physical appearance that may indicate chemical substance abuse or criminal behavior. Behaviors that would be regarded as suspicious must be documented by two University faculty or staff if the student is on campus, or a representative of the clinical facility if the student is off-campus. These behaviors include, but are not limited to, the following: slurred speech, decreased coordination, drowsiness, pinpoint or dilated pupils, reddened eyes, forgetfulness, difficulty concentrating, impaired judgment, sedation, decreased inhibitions, euphoria, incomplete, sloppy or inaccurate documentation, or repeatedly being late to clinical area. Reasonable suspicion also includes documentation of the above behaviors by any form of media, law enforcement, and/or other public records, as well as investigation into or conviction of a crime.

Regardless of the reason for a criminal background check or drug screen, the cost of any such tests will be the *sole* responsibility of the student.

### Providers

In the case of reasonable suspicion, students *must* utilize the School's preferred provider for criminal background checks and drug screens, and place an order, complete the required steps and provide any required urine sample in accordance with established testing protocols within 24 hours of the notification to the student of the documented reasonable suspicion.

In cases where the criminal background check or drug screen is being requested for a reason other than reasonable suspicion, students are also required to utilize the School's preferred provider for criminal background checks and drug screens. Students who are required to complete a criminal background check or drug screen must produce evidence of a placed order with the preferred provider within one week of the notification to the student of such a requirement. Failure to complete these requirements will, at the very least, delay the student's progression in the program and may result in disciplinary actions, up to and including possible dismissal from the program. Classroom and/or lab attendance is subject to the discretion of the course instructor while awaiting results of a test, but the student will not be allowed in any clinical setting.

#### Review Process

Each academic program in the School of Health Sciences shall have a representative assigned to review criminal background checks and drug screen results. In the case of a non-negative result, this person may consult with the Program Director, Department Chair, Assistant Dean of Nursing, and Dean of the School of Health Sciences.

#### Non-negative Criminal Background Check Results

In the case of a non-negative criminal background check, the program's representative shall evaluate whether the non-negative result may be detrimental to the student's potential for matriculation in the program or eventual licensure. This determination will be made in consultation with:

- Ohio Revised Code, or any similar law of Ohio or another state; and/or
- Applicable state practice acts, state boards, rules, laws, or statutes of any state in which the student intends to complete a clinical rotation or practice.

If a student's criminal background check result is determined by the School, in its sole discretion, to be detrimental to his or her potential for progression through the program or eventual licensure and/or certification, the student may be dismissed from the program.

In some cases the program's representative may be unable to definitively determine whether or not a past criminal offense may prove detrimental to the student's matriculation in the program or eventual licensure and/or certification. Students accept full responsibility for any time or financial investment in their education made despite the presence of a criminal background or non-negative drug screen results and the potential that it may adversely affect the student's ability to graduate or obtain required licensures and/or certifications.

#### Non-negative Drug Screen Results

In the case of a non-negative drug screen, the student will have one week from the notification to the student by the School to offer explanation for the non-negative result. Drug screens that result in dilute negative results are considered a non-negative result and need to be repeated. The student may remain enrolled in classroom classes and/or labs during the consideration of an explanation, but will not be allowed in any clinical setting.

If the student's explanation is not accepted as valid by the School, in its sole discretion, the student may be dismissed from the program.

### Additional Consequences

A non-negative criminal background check, drug screen, and related processes may be cause to delay or disqualify a student's matriculation into the professional or clinical phases of education. Ultimately a non-negative criminal background check, drug screen, and related processes may delay or disqualify a student from graduation due to inability to complete program requirements.

The School will uphold and support the decisions of affiliated clinical facilities and the consequences of any non-negative criminal background check or drug screen required by a clinical facility – up to and including cancellation of the clinical rotation. In the case of cancellation, the faculty will determine future clinical placements on a case-by-case basis per program policy and procedures.

Refund of the tuition of a student dismissed from a School of Health Sciences program is determined based on the University tuition refund schedule. Course fees are not reduced or refunded once classes begin (see Semester Policies and Procedures, posted on MyMount).

### Appeals

A student may appeal the outcome and consequences of a non-negative criminal background check or drug screen result. Appeals must be made to the Dean of the School of Health Sciences in writing within 72 hours of notification to the student of an initial decision by the program's appointed representative. A hearing will be scheduled at which the student may appear. Appeals will be heard by a panel including:

- Two faculty members from the student's program;
- One faculty member from another Health Sciences department selected by the Dean of Health Sciences

Such hearings are not criminal or civil proceedings; formal rules of evidence are not applicable. Legal counsel may not be present at the appeal hearing. However, the referred student may bring an advisor who is a full-time faculty or staff member to the hearing for support and consultation. The advisor may not speak on behalf of the student.

After hearing an appeal, the panel shall recommend a decision to overturn or uphold the initial outcome within one week. The Health Sciences faculty from outside the student's department will serve as the Chair of the Committee and report the findings of the committee to the School of Health Sciences Dean. The Dean will then notify the student of the decision. This decision will be final with no further right to appeal.

Classroom and/or lab attendance is subject to the discretion of the course instructor while awaiting outcome of the appeal, but the student will not be allowed in any clinical setting during the appeals process.

### Reinstatement

To the extent allowed by applicable law and program policy, students dismissed from a program due to a non-negative criminal background check or drug screen may petition the School Dean and program faculty for reinstatement no sooner than 12 months following the effective date of the dismissal. Students are not automatically afforded the opportunity for reinstatement. Each petition for reinstatement will be decided by the School of Health Sciences in its sole discretion on a case by case basis according to the particulars of the dismissal and steps taken by the student since the dismissal.

Reinstatement with non-negative criminal background check results determined to be detrimental to his or her potential for matriculation or eventual licensure will only be considered if a change has been made during the interim to applicable rules, laws and procedures such as:

- Ohio Revised Code, or any similar law of Ohio or another state; and/or
- Applicable state practice acts, state boards, rules, laws, or statutes of any state in which the student intends to complete a clinical rotation or practice.

To the extent applicable to law and program policy, reinstatement with a non-negative drug screen result will be considered based on the relevant circumstances including but not limited to documented proof:

- Demonstrating participation in a substance abuse education and rehabilitation program; and/or
- Passage of two random drug screens with negative results, two weeks apart and 30 days prior to reinstatement.

*The remainder of this page is left intentionally blank.*

Acknowledgement, Consent and Acceptance of Criminal Background and Drug Screening Policy of  
School of Health Sciences, Mount St. Joseph University

I, \_\_\_\_\_, the undersigned student, acknowledge receipt of the School of Health Sciences Criminal Background and Drug Screening Policy. The policy has been presented to me and I have had the opportunity to read it, ask questions and seek clarification. I accept full responsibility for compliance with the requirements of the policy, including any financial expenses incurred in connection with the completion of criminal background checks or drug screens. I understand that the consequences of non-compliance could be detrimental to my progression in the program and may include dismissal from the School.

I also understand, acknowledge and accept full responsibility that any non-negative criminal background or drug screen results could negatively impact my potential to progress through the program or gain certification, licensure or employment, whether or not I am subject to dismissal from the School. I understand that the administration of the School and my program at the University cannot guarantee with certainty that the information on a non-negative criminal background check or drug screen will not interfere with my ability to successfully complete the clinical requirements of the program. I am also aware that the information on a non-negative criminal background check or drug screen may interfere in the future with certification, licensure and employment. With this knowledge, I hereby release the University and waive any and all claims for monetary, equitable, and other alleged damages arising out of my continued investment of money and time in my education despite the presence of a criminal background or non-negative drug screen result and the potential that it may adversely affect my ability to matriculate or obtain required licensures and/or certifications.

I have also been advised that should I choose not to matriculate in the program after a non-negative criminal background check or drug screen, a refund of my tuition will be determined based on the University tuition refund schedule. Course fees are not reduced or refunded once classes begin per Semester Policies and Procedures, posted on MyMount.

Being advised of these uncertainties it is my choice to continue my enrollment in the School and my program. In addition, I give permission to faculty and staff of the School of Health Sciences to provide the results of my criminal background and drug screenings to any affiliated clinical facilities and/or their authorized agents and representatives deemed appropriate by the School as required for consideration for placement in a clinical assignment and/or facility.

*The remainder of this page is left intentionally blank.*

This acknowledgement of intent to comply with, and acceptance of, this policy and my consent for the School to share background and screening results with affiliated clinical facilities and/or their authorized agents and representatives will remain in effect for the duration of my enrollment in the program unless otherwise revoked or I am provided with a revised policy and consent form.

Signed:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Representative

\_\_\_\_\_  
Date

**APPENDIX B****Mount St. Joseph University  
Athletic Training Education Program****FRESHMAN PRE-AT OBSERVATION HOURS EXPERIENCE****Purpose:**

The purpose of this clinical experience is to provide the athletic training student with an opportunity to:

1. Observe the daily operations of the athletic training clinic.
2. Become familiar with the general layout of the facilities and the need for different areas of the AT clinic and equipment.
3. Understand the roles and responsibilities of physicians, certified athletic trainers (ATCs), and other allied health practitioners in the delivery of health care to the population seen in this site.
4. Gain an understanding of pre and post treatment as well as preventative care provided to a variety of patients seen in this setting.

**Learning Objectives:**

By the end of the clinical rotations, the student should be able to do the following:

1. Demonstrate an understanding of overall working of the athletic training clinic.
2. Demonstrate an understanding of each member's role in the overall functioning of the facility.
3. Demonstrate an understanding of pre and post-event setup for practices and competitions.
4. Demonstrate an understanding of the general layout of the facility and the location and purpose of specific rooms (supply, office, exam rooms, etc.).
5. Demonstrates an understanding of the athletic training profession and role they play within the health care system.

**Supervision:**

Each student will be assigned to a preceptor (allied health care provider) for the duration of the experience. The student will coordinate their observation hours to coincide with the preceptor's schedule within the clinical facility. The Clinical Coordinator will act as the contact between the affiliated site and the student.

**Evaluation:**

The rotation is a total of total of 50 hours over a 2 part/3 week time frame (approximately 12 hours/week). Students will observe the preceptors and athletic training students in the athletic training clinic as they meet with patients, review medical records and provide treatment. All students will be freshman level and observation hours will concurrently connect to courses which study the basic skills of emergency care, preventative techniques and overall knowledge of NATA profession. Students will be evaluated on how well they interact/communicate with AT staff and peers, show a willingness to learn, follow directions and taking upon themselves to complete skills, along with punctuality and dressing appropriately.

Observation hours will be set by the Clinical Coordinator. Every student must attend at least 1 competition per rotation and this may be outside of your set schedule and may even occur on a weekend. If you need to adjust your schedule, speak directly with the assigned preceptor.

Please be aware that some athletic teams practice early in the morning and you may attend these practices in lieu of afternoon practices. All hours are to be submitted to e-value.net software program on a weekly basis.

Evaluations for this rotation will be part of one of the following courses depending on when the rotation is completed: ATR 180 and 182. Each student will receive a formal evaluation completed by the preceptor through E-values software program at the end of their rotation that addresses learning objectives and professional behaviors. The evaluation is part of the application process for the clinical phase of the athletic training program which begins sophomore year. The student will have a meeting with the preceptor at the end of the rotation to discuss the evaluation.

Each student is expected to abide by the policies and procedures outlined by the clinical facility. It is the preceptor's responsibility to inform the student of any infractions or improper actions as well as contacting the Clinical Coordinator. It is the student's responsibility to maintain an open line of communication with regard to scheduling with the preceptor. Tardiness is unacceptable and will reflect poorly in the student's evaluation. The student must notify the preceptor in advance if he or she expects to be absent from a scheduled observation. The instructor should also communicate any problems that may arise with Erin Lewis, Clinical Coordinator for the Athletic Training Education Program at The Mount St. Joseph University.

The student will evaluate the clinical site and the clinical experience supervisors at the end of the rotation through E-value software program.

### **Contact Information:**

Freshman Coordinator: Erin Lewis, M.Ed., ATC, CSCS  
Clinical Coordinator and Assistant Professor  
Mount St. Joseph University  
Athletic Training Education Program  
(513) 244-4512

Athletic Training Students: rotations are available according to the following schedule:

#### Fall Semester:

Session 1: Aug 28<sup>th</sup> – Sept 17<sup>th</sup>

Session 2: Sept 18<sup>th</sup> – Oct 8<sup>th</sup>

Session 3: Oct 9<sup>th</sup> – Oct 29<sup>th</sup>

Session 4: Oct 30<sup>th</sup> – Nov 19<sup>th</sup>

#### Spring Semester:

Session 1: Jan 22<sup>nd</sup> – Feb 11<sup>th</sup>

Session 2: Feb 12<sup>th</sup> – Mar 4<sup>th</sup>

Session 3: Mar 5<sup>th</sup> – Apr 1<sup>st</sup>

Session 4: Apr 2<sup>nd</sup> – Apr 22<sup>nd</sup>

**APPENDIX C****Mount St. Joseph University  
Athletic Training Education Program****SECOND YEAR ON-CAMPUS CLINICAL EDUCATIONAL EXPERIENCE****Purpose:**

The purpose of this clinical experience is to provide the athletic training student with an opportunity to:

1. Demonstrate knowledge and understanding of PPEs structure and overall participation requirements for athletes.
2. Demonstrate ability to perform pre and post-practice/competition requirements for activities completed at the assigned site including treatments of cryotherapy, thermotherapy, set-up/take-down field equipment.
3. Demonstrate their ability to perform skills related to providing preventative taping and protective devices.
4. Demonstrate their ability to conduct components of an initial physical exam while interpreting differences in histories of orthopedic assessments.
5. Demonstrate their ability to determine using appropriate first aid techniques and implementation of emergency action plan.
6. Demonstrate ability to perform emergency medical treatments for environmental and cardiovascular injuries/illness.

**Objectives:**

By the end of the 6 – 5 weeks session rotations, the student should be able to do the following:

1. Identify and interpret PPE medical history forms and other forms use during the initial patient interaction.
2. Demonstrate ability to construct and apply protective and supportive devices for injuries occurring in assigned site.
3. Identify environmental related illnesses and provide appropriate management and preventative methods for patients in their assigned site.
4. Identify and develop an initial impression based upon the patient's chief complaint, relevant medical history, and subjective findings.
5. Identify and administer the components of the initial physical exam.
6. Demonstrates the ability to conduct and identify differences in histories for various orthopedic injuries in assigned site.
7. Demonstrates the ability to measure and interpret vital signs.
8. Demonstrates the ability to assess cardiovascular injuries/illnesses sustained by patients in their assigned site.
9. Demonstrates communicate skills of a patient progress with other allied health care professionals while abiding by HIPPA Privacy Act concerns.
10. Apply first-aid techniques for a variety of wounds including post-operative wounds using appropriate Universal Precautions.
11. Determine and apply appropriate splinting, bracing/casting &/or emergency immobilization devices/techniques for injuries occurring in assigned sites.
12. Select, differentiate between, and perform appropriate transferring techniques of an injured patient in their assigned site.

13. Identify and implement an emergency action plan.
14. Demonstrate clinical decisions in the use of Universal Precautions during patient examinations and produces.
15. Determine and apply appropriate protective taping techniques for various injuries.
16. Demonstrate ability to select and apply appropriate application of cryotherapy and thermotherapy modalities to various injuries based upon injury pathology.
17. Demonstrate ability to perform pre and post- game/event management activities.
18. Document injury record and continued treatment documentation of that injury utilizing sensitivity to patient confidentiality.
19. Demonstrate ability to explain the content of the medical record, the filing procedures of the facility and the facilities confidentiality policy regarding those records.
20. Demonstrate an understanding of the general layout of the facility and the location and purpose of the specific rooms (supply, office, exam rooms, etc.).
21. Able to explain the personnel structure and each member's role in the overall functioning of the facility.

**Supervision:**

Each student will be assigned to a preceptor (certified athletic trainer) for the duration of the clinical experience. The student will coordinate their observation hours to coincide with the preceptor's schedule within the clinical facility. The Clinical Coordinator will act as the contact between the affiliated site and the student.

**Evaluation:**

Each student will complete a total of six 5 week rotations during the second/sophomore year as a student in the ATEP. All students will be sophomore level and clinical experience will concurrently connect the courses which study principle and practices in athletic training, first aid and emergency procedures and foundational skills in athletic training. Activities include conducting skills such as taking vitals, setup and take down of medical supplies for practice and competitions, taping, stretching, record keeping, taking histories and application of modalities on a variety of physical active collegiate population. All hours are to be submitted to e-value.net software program on a weekly basis.

Each student is required to complete a clinical rotation within the each of the following categories:

1. upper extremity (SB, BSB, GOLF, T, VB, LAX, WR)
2. lower extremity (FB, SOC, BSK, XC, T&F, CH, Dance)
3. team sport (FB, SOC, BSK, BSB, SB, LAX)
4. individual sport (T, Golf, Dance, CH, WR, XC, T/F)
5. equipment intensive (FB, MLAX)
6. rehabilitation – on-campus
7. a sport of the opposite gender

The total number of hours a student can complete within each semester is a minimum 100/max 200. Sophomores are assigned to attend clinicals to observe/work at 3 practices plus 1 game day per week. If a student goes over the minimum number of hours/semester, they may carry over up to 25% of the total minimum hours to the next semester only.

Grades for ATR 232 (1cr) and for 233 (1cr) with the following:

Pre-assignment: Mandatory Attendance of ATEP orientation, 2 of the three PPEs held for MSJ athletes in Aug and field experience requirements of 3 practice days plus 1 game per week of preseason.

Field experience hours will be pass/fail. Student will submit hours directly to E-Value on a weekly basis. Students are to complete a minimum of 100 hours and no less than 25 hours per rotation.

Weekly Journal – 10% - submitted to Blackboard

MT/Final Reflection Paper (part of Weekly Journal grade) are worth 40pts each are to be submitted directly to E-Value

Clinical Proficiency Modules/Case Studies – 45% Blackboard

Performance Evaluations – 45% submitted to E-Value (1/rotation; total 3/semester)

Clinical Site/Preceptor Evaluations – Pass/Fail submitted to E-Value

Comprehensive Content Knowledge Exam – end of spring term only – P/F

Minimum performance required of 60% on Multiple Choice Exam

Sophomores will participate in two of three physicals held for MSJ athletes in August and will conduct the following activities: vitals, height/weight/body composition, BESS, etc. As part of the class for ATR 232, students will complete a graded journal entry comparing one or two patient with different vitals and how abnormal vitals would affect them while participating in physical activity.

Each student will receive a formal evaluation completed by the preceptor through E-Value software program at the end of their 5 week rotation that addresses learning objectives and professional behaviors. The evaluation will also provide the supervisor with the opportunity to identify areas of strength and areas of concern in the student's clinical knowledge. The student will have a meeting with the preceptor at the end of the 5-week period to discuss the evaluation.

Each student is expected to abide by the policies and procedures outlined by the clinical facility. It is the preceptor's responsibility to inform the student of any infractions or improper actions as well as contacting the Clinical Coordinator. It is the student's responsibility to maintain an open line of communication with regard to scheduling with the preceptor. Tardiness is unacceptable and will reflect poorly in the student's evaluation. The student must notify the preceptor in advance if he or she expects to be absent from a scheduled observation. The instructor should also communicate any problems that may arise with Erin Lewis, Clinical Coordinator for the Athletic Training Education Program at The Mount St. Joseph University.

The student will evaluate the clinical site and the clinical experience supervisors at the end of the 5-week rotation through E-Value software program.

### **Contact Information:**

Clinical Coordinator: Erin Lewis, MEd, ATC, CSCS  
Clinical Coordinator, Assistant Professor  
Mount St. Joseph University  
Athletic Training Education Program  
(513) 244-4512

Athletic Training Students: 5-week rotations are available according to the following schedule:

First Semester:

Session 1- Aug 11 – Sept 24

Session 2-Sept 25 – Oct 29

Session 3-Oct 30 – Dec 3

Second Semester:

Session 1- Jan 17 – Feb 18

Session 2- Feb 19 – Apr 1

Session 3- Apr 2 – May 6

**APPENDIX D****Mount St. Joseph University  
Athletic Training Education Program****THIRD YEAR ON & OFF-CAMPUS CLINICAL EDUCATIONAL EXPERIENCE****Purpose:**

The purpose of this clinical experience is to provide the athletic training student with an opportunity to:

1. Demonstrates the ability to assess upper and lower extremity musculoskeletal injuries, cardiovascular and abdominal illness, and thoracic, spinal and concussion injuries sustained by patients in their assigned site.
2. Demonstrate ability to perform pre and post treatment of acute injuries using variety of modalities including by not limiting to cryotherapy, thermotherapy, electrotherapy and ultrasound.
3. Demonstrate ability to analyze a variety of patient's anomalies such as gait pattern, postural anomalies, and dynamic functional patterns in determining its effect on a patient's complaint/condition.

**Objectives:**

By the end of the semester rotations, the student should be able to do the following:

1. Identify and interpret PPE medical history forms and other forms use during the initial patient interaction.
2. Demonstrate ability to construct and apply protective and supportive devices for injuries occurring in assigned site.
3. Identify environmental, diet and behavior related illnesses and provide appropriate management and preventative methods for patients in their assigned site.
4. Identify and develop an initial impression based upon the patient's chief complaint, relevant medical history, and subjective findings.
5. Identify and administer the components of the initial physical exam.
6. Demonstrates the ability to measure and interpret vital signs.
7. Demonstrates the ability to conduct and identify differences in histories for various orthopedic injuries in assigned site.
8. Demonstrates the ability to assess upper and lower extremity musculoskeletal injuries, abdominal and thoracic injuries, cardiovascular illness, and head/spinal injuries sustained by patients in their assigned site.
9. Analyze a patient's gait pattern, postural anomalies, and dynamic functional patterns in determining its effect on a patient's complaint/condition.
10. Determine and document patient progression using tape measure and/or goniometer evaluative instruments.
11. Identify types of OTC medications and how and when they are used in the treatment of various medical conditions.
12. Demonstrates communicate skills of a patient progress with other allied health care professionals while abiding by HIPPA Privacy Act concerns.
13. Identify the proper referral procedures for a patient to be seen by a physician, physician assistant &/or physician extender.

14. Demonstrated clinical decision making processes to recognize the signs, symptoms and predisposing conditions associated with a variety of common illness/diseases and orthopedic injuries.
15. Apply first-aid techniques for a variety of wounds including post-operative wounds using appropriate Universal Precautions.
16. Determine and apply appropriate splinting, bracing/casting &/or emergency immobilization devices/techniques for injuries occurring in assigned sites.
17. Select, differentiate between, and perform appropriate transferring techniques of an injured patient in their assigned site.
18. Identify and implement an emergency action plan.
19. Demonstrate clinical decisions in the use of Universal Precautions during patient examinations and produces.
20. Determine and apply appropriate protective taping techniques for various injuries.
21. Interpreting an injury record and developing a daily treatment plan.
22. Demonstrate ability to select and apply appropriate application of cryotherapy, thermotherapy, electrotherapy and ultrasound modalities to various injuries based upon injury pathology.
23. Demonstrate ability to perform pre and post- game/event management activities.
24. Document injury record and continued treatment documentation of that injury utilizing sensitivity to patient confidentiality.
25. Demonstrates the ability to multi-task for the assigned site.
26. Demonstrate ability to explain the content of the medical record, the filing procedures of the facility and the facilities confidentiality policy regarding those records.
27. Demonstrates an understanding of the general layout of the facility and the location and purpose of the specific rooms (supply, office, exam rooms, radiology, etc.).
28. Able to explain the personnel structure and each member's role in the overall functioning of the facility.

**Supervision:**

Each student will be assigned to a preceptor (certified athletic trainer) for the duration of the clinical experience. The student will coordinate their observation hours to coincide with the preceptor's schedule within the clinical facility. The Clinical Coordinator will act as the contact between the affiliated site and the student.

**Evaluation:**

Each student will complete a 2 semester (15 week) rotations during the third/junior year as a student in the ATEP. All students will be junior level and clinical experience will concurrently connect the courses which study assessment and management of upper, lower extremity, spine, therapeutic modalities and exercise, biomechanics, human anatomy and physiology, musculoskeletal anatomy and exercise physiology. Activities include conducting skills such as setup and take down of medical supplies for practice and competitions, taping, stretching, assessment of injuries and communicating findings to preceptor, coaches and injured athlete, developing and implementing treatment and rehabilitation along with application of modalities and record keeping on a variety of physical active high school and collegiate population. All hours are to be submitted to e-value.net software program on a weekly basis.

Each student is required to complete a combination of clinical rotations scheduled by the clinical coordinator of the following categories:

1. Collegiate – on campus
2. Professional – off campus
3. High School – off campus
4. General Medical Conditions – on or off campus

The total number of hours a student can complete within each semester is a minimum 150/max 250. Juniors are assigned to attend clinicals to observe/work at 4 practices plus 1 game day per week. If a student goes over the minimum number of hours/semester, they may carry over 25% of the total minimum hours to the next semester only.

Grades for ATR 332 (2cr) and for 333 (2cr) with the following:

Pre-assignment: Mandatory Attendance of ATEP orientation, 2 of the three PPEs held for MSJ athletes in Aug and field experience requirements of 4 practice days plus 1 game per week of preseason.

Field experience hours will be pass/fail. Student will submit hours directly to E-Value on a weekly basis.

Weekly Journal – 10% - submitted to Blackboard

MT/Final Reflection Paper (part of Weekly Journal grade) are worth 40pts each are to be submitted directly to E-Value

Clinical Proficiency Modules/Case Studies – 45% Blackboard

Performance Evaluations – 45% submitted to E-Value

Clinical Site/Preceptor Evaluations – Pass/Fail submitted to E-Value

Comprehensive Content Knowledge Exam – end of spring term only – P/F

Minimum performance required of 60% on Multiple Choice Exam

Juniors on campus will participate in two of three physicals held for MSJ athletes in August and will conduct the following activities: History review and administration check in/out documentation. Junior at high school rotations will review histories of majority of the athletes seen by the preceptor. As part of the class for ATR 332, juniors on/off campus will be complete a graded journal entry summarizing one or two patient history stating concerns, needs for treatment and/or rehabilitation.

Each student will receive a formal evaluation completed by the preceptor through E-Value software program at midterms and at the end of their semester rotation that addresses learning objectives and professional behaviors. The evaluation will also provide the supervisor with the opportunity to identify areas of strength and areas of concern in the student's clinical knowledge. The student will have a meeting with the preceptor both at midterms and at the end of the semester to discuss the evaluation.

Each student is expected to abide by the policies and procedures outlined by the clinical facility. It is the preceptor's responsibility to inform the student of any infractions or improper actions as well as contacting the Clinical Coordinator. It is the student's responsibility to maintain an open line of communication with regard to scheduling with the preceptor. Tardiness is

unacceptable and will reflect poorly in the student's evaluation. The student must notify the preceptor in advance if he or she expects to be absent from a scheduled observation. The instructor should also communicate any problems that may arise with Erin Lewis, Clinical Coordinator for the Athletic Training Education Program at Mount St. Joseph University.

The student will evaluate the clinical experience supervisors at the midterms and at the end of the rotation through E-Value software program. Clinical site evaluations will only occur at the end of the rotation.

**Contact Information:**

Clinical Coordinator: Erin Lewis, MEd, ATC, CSCS  
Clinical Coordinator, Assistant Professor  
Mount St. Joseph University  
Athletic Training Education Program  
(513) 244-4512

Athletic Training Students: rotations are available according to the following schedule:

Collegiate, Professional, High School:

First Semester: Aug 21-Dec 3, 2016

Second Semester: Jan 17-May 6, 2017

General Medical Conditions Rotation:

3 week rotation – completing total of 24 hours

**APPENDIX E****Mount St. Joseph University  
Athletic Training Education Program****FOURTH YEAR ON & OFF-CAMPUS CLINICAL EDUCATIONAL EXPERIENCE****Purpose:**

The purpose of this clinical experience is to provide the athletic training student with an opportunity to:

1. Demonstrates the ability to assess upper and lower extremity musculoskeletal injuries, abdominal and thoracic injuries, cardiovascular illness, and head/spinal injuries sustained by patients in their assigned site.
2. Demonstrate ability to perform pre and post treatment of acute injuries using variety of modalities including by not limiting to cryotherapy, thermotherapy, electrotherapy and ultrasound.
3. Demonstrate ability to analyze a variety of patient's anomalies such as gait pattern, postural anomalies, and dynamic functional patterns in determining its effect on a patient's complaint/condition.
4. Demonstrate ability to provide therapeutic and flexibility exercises recognizing different needs for a diverse population.
5. Demonstrate ability to instruct strength training, core body and aerobic exercises with various clients' population.
6. Demonstrate ability to communicate professionally with a variety of healthcare providers, patients, family and athletic coaching staff members.
7. Demonstrate ability to multitask (i.e. preventative, treatment and administrative task) while caring for a diverse population.
8. Demonstrate ability to recognize governing body regulation, management issues and reimbursement services associated with the administration of a healthcare facility.

**Objectives:**

By the end of the semester rotations, the student should be able to do the following:

1. Identify and interpret PPE medical history forms and other forms use during the initial patient interaction.
2. Demonstrate ability to construct and apply protective and supportive devices for injuries occurring in assigned site.
3. Identify environmental, diet and behavior related illnesses and provide appropriate management and preventative methods for patients in their assigned site.
4. Identify illnesses and or injuries that might inhibit a client/patient from performing certain exercises and is capable of developing and instructing alternative exercises for the client.
5. Demonstrate ability to instruct strength training, core body and aerobic exercises with various clients' population.
6. Identify and develop an initial impression based upon the patient's chief complaint, relevant medical history, and subjective findings.
7. Identify and administer the components of the initial physical exam.
8. Demonstrates the ability to measure and interpret vital signs.
9. Demonstrates the ability to conduct and identify differences in histories for various orthopedic injuries in assigned site.

10. Demonstrates the ability to assess upper and lower extremity musculoskeletal injuries, abdominal and thoracic injuries, cardiovascular illness, and head/spinal injuries sustained by patients in their assigned site.
11. Analyze a patient's gait pattern, postural anomalies, and dynamic functional patterns in determining its effect on a patient's complaint/condition.
12. Determine and document patient progression using tape measure, goniometer, isokinetic devices and skin folds evaluation instruments.
13. Identify types of OTC medications and how and when they are used in the treatment of various medical conditions.
14. Demonstrates communicate skills of a patient progress with other allied health care professionals while abiding by HIPPA Privacy Act concerns.
15. Identify the proper referral procedures for a patient to be seen by a physician, physician assistant &/or physician extender.
16. Demonstrated clinical decision making processes to recognize the signs, symptoms and predisposing conditions associated with a variety of common illness/diseases and orthopedic injuries.
17. Explain the procedure is for scheduling laboratory analysis, diagnostic procedures, and/or referral.
18. Apply first-aid techniques for a variety of wounds including post-operative wounds using appropriate Universal Precautions.
19. Determine and apply appropriate splinting, bracing/casting &/or emergency immobilization devices/techniques for injuries occurring in assigned sites.
20. Select, differentiate between, and perform appropriate transferring techniques of an injured patient in their assigned site.
21. Identify and implement an emergency action plan.
22. Demonstrate clinical decisions in the use of Universal Precautions during patient examinations and produces.
23. Determine and apply appropriate protective taping techniques for various injuries.
24. Interpreting an injury record and developing a daily treatment plan.
25. Demonstrate ability to select and apply appropriate application of cryotherapy, thermotherapy, electrotherapy and ultrasound modalities to various injuries based upon injury pathology.
26. Demonstrate ability to select and apply the appropriate therapeutic, PNF patterns and flexibility exercises and joint mobilization techniques for a variety of injuries including surgical techniques and protocols.
27. Identify and integrate appropriate motivational techniques into a patient's rehabilitation program while using effective lines of communication.
28. Identify and differentiate the differences between a wide variety of patients' needs including age, gender, activity level, and culture when developing rehabilitation and fitness programs.
29. Conduct medical histories for various medical conditions, developing an appropriate management plan, and determining the readiness of the patients return to activity while using effective lines of communication.
30. Demonstrate ability to convey information to a patient concerning the patient's injury situation and the importance of the use of proper equipment and compliance to treatment protocols.
31. Demonstrate ability to convey information to parents/family members, coaches, administrators, etc. concerning a patient's current complaint, signs/symptoms, and the student's suggested treatment protocol.

32. Demonstrate ability to explain treatment procedures for a variety of common illness and diseases including medications commonly prescribed for this setting.
33. Demonstrate ability to perform pre and post- game/event management activities.
34. Document injury record and continued treatment documentation of that injury utilizing sensitivity to patient confidentiality.
35. Demonstrates a clear understanding of how to manage an athletic team's/patient health care services and providing quality health care.
36. Demonstrates the ability to multi-tasking for the assigned site.
37. Identify various insurance forms and procedures used for reimbursement of services.
38. Demonstrate ability to identify and implement safety regulations and other governing body regulations.
39. Demonstrates the ability to identify various business and management issues associated with the administration and management of a healthcare facility.
40. Demonstrate ability to explain the content of the medical record, the filing procedures of the facility and the facilities confidentiality policy regarding those records.
41. Demonstrates an understanding of the general layout of the facility and the location and purpose of the specific rooms (supply, office, exam rooms, radiology, etc.).
42. Able to explain the personnel structure and each member's role in the overall functioning of the facility.

**Supervision:**

Each student will be assigned to a preceptor (certified athletic trainer) for the duration of the clinical experience. The student will coordinate their observation hours to coincide with the preceptor's schedule within the clinical facility. The Clinical Coordinator will act as the contact between the affiliated site and the student.

**Evaluation:**

Each student will complete a 2 semester (15 week) rotations during the fourth/senior year as a student in the ATEP. All students will be senior level and clinical experience will concurrently connect the courses which assessment and management of upper, lower extremity, spine, therapeutic modalities and exercise, biomechanics, human anatomy and physiology, musculoskeletal anatomy, exercise physiology, athletic conditioning and performance as well as healthcare administration. Activities include conducting skills such as organizing and scheduling underclassman schedules, injury assessment and communicating findings to preceptor, coaches, athletes and parents, reviewing, implementing and recording treatment/rehabilitation plans, taping and stretching on a variety of physical active collegiate population. All hours are to be submitted to E-Value.net software program on a weekly basis.

Each student is required to complete a combination of clinical rotations scheduled by the clinical coordinator of the following categories:

1. Collegiate – Senior Sport – on campus or off campus
2. Rehabilitation – off campus
3. General Medical Conditions – on or off campus

The total number of hours a student can complete within each semester is a minimum 200/max 300. Seniors are assigned to attend clinicals to observe/work at 5 practices which includes 1 game day per week. If a student goes over the minimum number of hours/semester, they may carry over 25% of the total minimum hours to the next semester only. Clinical hours completed over the summer (i.e. out-patient rehabilitation, general medical and physician extender) will be calculated in either the ATR 432 or ATR 433 courses and determine on case by case basis.

Grades for ATR 432 (3cr) and for 433 (4cr) with the following:

Pre-assignment: Mandatory Attendance of ATEP orientation, 2 of the three PPEs held for MSJ athletes in Aug (one being their senior sports team physical) and field experience requirements of 4 practice days including 1 game per week during preseason.

Field experience hours will be pass/fail. Student will submit hours directly to E-Value on a weekly basis.

Weekly Journal – 10% - submitted to Blackboard

MT/Final Reflection Paper (part of Weekly Journal grade) are worth 40pts each are to be submitted directly to E-Value

Clinical Proficiency Modules/Case Studies – 45% Blackboard

Performance Evaluations – 45% submitted to E-Value

Clinical Site/Preceptor Evaluations – Pass/Fail submitted to E-Value

Comprehensive Content Knowledge Exam – P/F will be conducted at end of FALL term only. Minimum performance required of 70% on BOC practice exam in order to enroll in ATR 433 and receive clearance for BOC examination in Spring semester.

Seniors will participate in two of three physicals held for MSJ athletes in August (one being their senior sports team physical) and will conduct the following activities: Physician scribe and recheck on vitals. Seniors will log physician's notes for each patient seen by the doctor either by paper or using SportsWare along with conducting any rechecks of vitals (i.e. blood pressure) that sophomores are unable to obtain an accurate reading. As part of the class for ATR 432, seniors will complete a graded journal submission summarizing one or two patient that are at-risk, who are not cleared, and/or need preventative measure in order to participate in physical activity.

Each student will receive a formal evaluation completed by the preceptor through E-Value software program at midterms and at the end of their semester rotation that addresses learning objectives and professional behaviors. The evaluation will also provide the supervisor with the opportunity to identify areas of strength and areas of concern in the student's clinical knowledge. The student will have a meeting with the preceptor both at midterms and at the end of the semester to discuss the evaluation.

Each student is expected to abide by the policies and procedures outlined by the clinical facility. It is the preceptor's responsibility to inform the student of any infractions or improper actions as well as contacting the Clinical Coordinator. It is the student's responsibility to maintain an open line of communication with regard to scheduling with the preceptor. Tardiness is unacceptable and will reflect poorly in the student's evaluation. The student must notify the

preceptor in advance if he or she expects to be absent from a scheduled observation. The instructor should also communicate any problems that may arise with Erin Lewis, Clinical Coordinator for the Athletic Training Education Program at Mount St. Joseph University.

The student will evaluate the clinical experience supervisors at the midterms and at the end of the rotation through E-Value software program. Clinical site evaluations will only occur at the end of the rotation.

**Contact Information:**

Clinical Coordinator: Erin Lewis, MEd, ATC, CSCS  
Clinical Coordinator, Assistant Professor  
The Mount St. Joseph University  
Athletic Training Education Program  
(513) 244-4512

Athletic Training Students: rotations are available according to the following schedule:

Senior Sport:

First Semester: Aug 11 – Dec 3, 2016

Second Semester: Jan 17 – May 6, 2017

Out-Patient Rehabilitation:

5 week in summer or 8 week rotation during the school year –  
Required to complete a total of 100 hours

General Medical Conditions Rotation:

3 week rotation – Required to complete a total of 24 hours

**APPENDIX F****Mount St. Joseph University  
Athletic Training Education Program****GENERAL MEDICAL CLINICAL EDUCATIONAL EXPERIENCE****Purpose:**

The purpose of this clinical experience is to provide the athletic training student with an opportunity to:

1. Observe the daily operations of a general medical/family practice clinic.
2. Become familiar with the general medical conditions and disabilities of the general population and physically active individuals.
3. Understand the roles and responsibilities of physicians, physician assistants (PAs), certified athletic trainers (ATCs), and other allied health practitioners in the delivery of health care to the general population.

**Learning Objectives:**

By the end of the clinical rotations, the student should be able to do the following:

1. Identify and develop an initial impression based upon the patient's chief complaint, relevant medical history, and subjective findings.
2. Identify the proper referral procedures for a patient to be seen by a physician, physician assistant &/or physician extender.
3. Explain clinical decision making processes to recognize the signs, symptoms and predisposing conditions associated with a variety of common illness and diseases.
4. Explain the scheduling procedures for laboratory analysis, diagnostic procedures, and/or referral.
5. Describe the treatment plan including prescriptions to other allied health profession and the patient.
6. Explain the content of the medical record, their filing procedures, and the facilities confidentiality policy regarding those records.
7. Explain the general layout of the facility and the location and purpose of specific rooms (supply, office, exam rooms, radiology, etc.)
8. Explain the personnel structure and each member's role in the overall functioning of the facility.

**Supervision:**

Each student will be assigned to a preceptor (allied health care provider) for the duration of the clinical experience. The student will coordinate their observation hours to coincide with the preceptor's schedule within the clinical facility. The Clinical Coordinator will act as the contact between the affiliated site and the student.

**Evaluation:**

The rotation is a total of 24 hours over a 3 to 4 week time frame (approximately 7 hours/week). Students will observe the general medical physician in their offices as they meet with patients, review medical records and provide treatment. All students will be junior level or above and clinical experience will concurrently connect to courses which study the assessment,

pathology and treatment of common medical conditions such as cardiorespiratory, gastrointestinal, genitourinary, neurological, and systemic diseases and conditions. All hours are to be submitted to E-Value.net software program on a weekly basis.

Evaluations for this rotation will be part of one of the following courses depending on when the rotation is completed: ATR 332, 333, 432, and 433. Each student will receive a formal evaluation completed by the preceptor through E-Value software program at the end of their rotation that addresses learning objectives and professional behaviors. The evaluation will also provide the supervisor with the opportunity to identify areas of strength and areas of concern in the student's clinical knowledge. The student will have a meeting with the preceptor at the end of the rotation to discuss the evaluation.

Each student is expected to abide by the policies and procedures outlined by the clinical facility. It is the preceptor's responsibility to inform the student of any infractions or improper actions as well as contacting the Clinical Coordinator. It is the student's responsibility to maintain an open line of communication with regard to scheduling with the preceptor. Tardiness is unacceptable and will reflect poorly in the student's evaluation. The student must notify the preceptor in advance if he or she expects to be absent from a scheduled observation. The instructor should also communicate any problems that may arise with Erin Lewis, Clinical Coordinator for the Athletic Training Education Program at Mount St. Joseph University.

The student will evaluate the clinical site and the clinical experience supervisors at the end of the rotation through E-Value software program.

**Contact Information:**

Clinical Coordinator: Erin Lewis, MEd, ATC, CSCS  
Clinical Coordinator, Assistant Professor  
The Mount St. Joseph University  
Athletic Training Education Program  
(513) 244-4512

Athletic Training Students: rotations are available according to the following schedule:

Fall Semester: Aug 28 – Dec 8, 2017  
Spring Semester: Jan 16 – May 4, 2018  
Summer Session 1: May 21 – Jun 22, 2018  
Summer Session 2: Jun 25 – Jul 27, 2018

**APPENDIX G****Mount St. Joseph University  
Athletic Training Education Program****OUT PATIENT REHABILITATION CLINICAL EDUCATIONAL EXPERIENCE****Purpose:**

The purpose of this clinical experience is to provide the athletic training student with an opportunity to:

1. Develop programs and progressions for various musculoskeletal and spinal conditions using a variety of rehabilitation techniques.
2. Initially analyze and develop administrative policies and procedures in an athletic training specific setting.
3. Communicate effectively with allied health and medical personnel as well as individuals from diverse populations in outpatient rehabilitation clinic.
4. Use commonly accepted methods to intervene and refer patients experiencing nutrition, substance abuse and other psychosocial disorders.
5. Obtain an understanding of the documentation and billing procedures of a facilities that handles a variety of private and government supported insurances.

**Learning Objectives:**

By the end of the clinical rotations, the student should be able to do the following:

1. Identify illnesses and or injuries that might inhibit a client/patient from performing certain exercises and is capable of developing and instructing alternative exercises for the client.
2. Demonstrate ability to instruct strength training, core body and aerobic exercises and programs with various populations of clients.
3. Identify and develop an initial impression based upon the patient's chief complaint, relevant medical history, and subjective findings.
4. Demonstrates the ability to conduct and identify differences in histories for various orthopedic injuries in assigned site.
5. Demonstrates the ability to assess upper and lower extremity musculoskeletal injuries and head/spinal injuries sustained by patients in their assigned site.
6. Analyze a patient's gait pattern, postural anomalies, and dynamic functional patterns in determining its effect on a patient's complaint/condition.
7. Determine and document patient progression using tape measure, goniometer, isokinetic devices and skin folds evaluation instruments.
8. Identify types of OTC medications and how and when they are used in the treatment of various medical conditions.
9. Demonstrates communicate skills of a patient progress with other allied health care professionals while abiding by HIPPA Privacy Act concerns.
10. Identify the proper referral procedures for a patient to be seen by a physician, physician assistant &/or physician extender.
11. Demonstrated clinical decision making processes to recognize the signs, symptoms and predisposing conditions associated with a variety of common illness/diseases and orthopedic injuries.

12. Apply first-aid techniques for a variety of wounds including post-operative wounds using appropriate Universal Precautions.
13. Identify major joints, bony anatomy, and normal soft-tissue on radiographic imaging techniques.
14. Demonstrate clinical decisions in the use of Universal Precautions during patient examinations and produces.
15. Interpreting an injury record and developing a daily treatment plan.
16. Demonstrate ability to select and apply appropriate application of cryotherapy, thermotherapy, electrotherapy and ultrasound modalities to various injuries based upon injury pathology.
17. Demonstrate ability to select and apply the appropriate therapeutic, PNF patterns and flexibility exercises and joint mobilization techniques for a variety of injuries including surgical techniques and protocols.
18. Identify and integrate appropriate motivational techniques into a patient's rehabilitation program while using effective lines of communication.
19. Identify and differentiate the differences between a wide variety of patients' needs including age, gender, activity level, and culture when developing rehabilitation and fitness programs.
20. Conduct medical histories for various medical conditions, developing an appropriate management plan, and determining the readiness of the patients return to activity while using effective lines of communication.
21. Demonstrate ability to convey information to a patient concerning the patient's injury situation and the importance of the use of proper equipment and compliance to treatment protocols.
22. Demonstrate ability to convey information to parents/family members, coaches, administrators, etc. concerning a patient's current complaint, signs/symptoms, and the student's suggested treatment protocol.
23. Demonstrate ability to explain treatment procedures for a variety of common illness and diseases including medications commonly prescribed for this setting.
24. Document injury record and continued treatment documentation of that injury utilizing sensitivity to patient confidentiality.
25. Demonstrates a clear understanding of how to manage an athletic team's/patient health care services and providing quality health care.
26. Demonstrates the ability to multi-tasking for the assigned site.
27. Identify various insurance forms and procedures used for reimbursement of services.
28. Demonstrate ability to identify and implement safety regulations and other governing body regulations.
29. Demonstrates the ability to identify various business and management issues associated with the administration and management of a healthcare facility.
30. Demonstrate ability to explain the content of the medical record, the filing procedures of the facility and the facilities confidentiality policy regarding those records.
31. Demonstrates an understanding of the general layout of the facility and the location and purpose of the specific rooms (supply, office, exam rooms, radiology, etc).
32. Able to explain the personnel structure and each member's role in the overall functioning of the facility.

**Supervision:**

Each student will be assigned to a preceptor (allied health care provider) for the duration of the clinical experience. The student will coordinate their observation hours to coincide with the preceptor's schedule within the clinical facility. The Clinical Coordinator will act as the contact between the affiliated site and the student.

**Evaluation:**

Each student will complete either a 5 week (during the summer) or an 8 week (during the semester) clinical rotation completing a total of 100 hours (approximately 20 hours/week in the summer or 12.5 hours/week during the school year). Students will conduct rehabilitation skills on a diverse population. All students will be senior level and clinical experience will concurrently connect the courses which study therapeutic modalities and exercise, biomechanics, anatomy, exercise physiology, athletic condition and performance as well as and healthcare administration. Activities include observing as well as conducting hands-on activities with a variety of patients and pre & post-operational injuries such as assessment and rehabilitation, measuring patient's progress, developing and implementing therapeutic exercises, and record documentation. All hours are to be submitted to E-Value.net software program on a weekly basis.

Evaluations for this rotation will be part of one of the following courses depending on when the rotation is completed: ATR 432 and 433. Each student will receive a formal evaluation completed by the preceptor through E-Value software program at midterms and at the end of their rotation that addresses learning objectives and professional behaviors. The evaluation will also provide the supervisor with the opportunity to identify areas of strength and areas of concern in the student's clinical knowledge. The student will have a meeting with the preceptor both at midterms and at the end of the semester to discuss the evaluation.

Each student is expected to abide by the policies and procedures outlined by the clinical facility. It is the preceptor's responsibility to inform the student of any infractions or improper actions as well as contacting the Clinical Coordinator. It is the student's responsibility to maintain an open line of communication with regard to scheduling with the preceptor. Tardiness is unacceptable and will reflect poorly in the student's evaluation. The student must notify the preceptor in advance if he or she expects to be absent from a scheduled observation. The instructor should also communicate any problems that may arise with Erin Lewis, Clinical Coordinator for the Athletic Training Education Program at Mount St. Joseph University.

The student will evaluate the clinical experience supervisors and the site at the end of the rotation through E-Value software program.

**Contact Information:**

Clinical Coordinator: Erin Lewis, MEd, ATC, CSCS  
Clinical Coordinator, Assistant Professor  
Mount St. Joseph University  
Athletic Training Education Program  
(513) 244-4512

Athletic Training Students: Semester rotations are available according to the following schedule:

Fall Semester: Aug 22 – Dec 3, 2016  
Spring Semester: Jan 17 – May 6, 2017  
Summer Session 1: May 22 – Jun 25, 2017  
Summer Session 2: Jun 26 – Jul 30, 2017

**APPENDIX H****Mount St. Joseph University  
Athletic Training Education Program  
PHYSICIAN EXTENDER ROTATION  
Orthopedic Physician Practice Rotation  
Clinical Educational Experience****Purpose:**

The purpose of this clinical experience is to provide the athletic training student with an opportunity to:

1. Observe the daily operations of an orthopedic medical practice,
2. Become familiar with the orthopedic conditions and disabilities of athletes and other physically active individuals, and
3. Gain an understanding of the roles and responsibilities of physicians, physician assistants (PA), certified athletic trainers as physician extenders (ATC's), and other staff members in the delivery of health care to a physically active population.

**Objectives:**

By the end of this rotation (total of 20-22 hours), the student should be able to do the following:

1. Identify and develop an initial impression based upon the patient's chief complaint, relevant medical history, and subjective findings.
2. Identify and administer the components of the initial physical exam.
3. Demonstrates the ability to conduct and identify differences in histories for various orthopedic injuries in assigned site.
4. Identify the proper referral procedures for a patient to be seen by a physician, physician assistant &/or physician extender.
5. Demonstrated clinical decision making processes to recognize the signs, symptoms and predisposing conditions associated with a variety of common illness/diseases and orthopedic injuries.
6. Explain the procedure for scheduling laboratory analysis, diagnostic procedures, and/or referral.
7. Apply first-aid techniques for a variety of wounds including post-operative wounds using appropriate Universal Precautions.
8. Determine and apply appropriate splinting, bracing/casting &/or emergency immobilization devices/techniques for injuries occurring in assigned sites.
9. Identify major joints, bony anatomy, and normal soft-tissue on radiographic imaging techniques.
10. Demonstrate clinical decisions in the use of Universal Precautions during patient examinations and produces.
11. Identify various insurance forms and procedures used for reimbursement of services.
12. Demonstrate ability to identify and implement safety regulations and other governing body regulations.
13. Demonstrates the ability to identify various business and management issues associated with the administration and management of a healthcare facility.

14. Demonstrate ability to explain the content of the medical record, the filing procedures of the facility and the facilities confidentiality policy regarding those records.
15. Demonstrates an understanding of the general layout of the facility and the location and purpose of the specific rooms (supply, office, exam rooms, radiology, etc.).
16. Able to explain the personnel structure and each member's role in the overall functioning of the facility.

**Supervision:**

Each student will be assigned to a preceptor (certified athletic trainer &/or physician assistant) for the duration of the clinical experience. The student will coordinate their observation hours to coincide with the preceptor's schedule within the clinical facility. The Clinical Coordinator will act as the contact between the affiliated site and the student.

**Evaluation:**

Each student will complete five 4-5 hour shifts over a month period totaling 20-22 hours. Students will conduct both observational and hands-on skills on a diverse physically active population. All students will be junior or above level and clinical experience will concurrently connect the courses which study assessment and management of upper, lower extremity, spine and general medical conditions, human anatomy and physiology, musculoskeletal anatomy along with healthcare administration. All hours are to be submitted to E-Value.net software program on a weekly basis.

Each student will receive a formal evaluation completed by the preceptor through E-Value software program at the end of the month's rotation that addresses learning objectives and professional behaviors. The evaluation will also provide the supervisor with the opportunity to identify areas of strength and areas of concern in the student's clinical knowledge. The student will have a meeting with the preceptor at the end of the 4-week period to discuss the evaluation. Since this is a pilot program and not all students will have an opportunity to complete the experience, evaluations will not be factored into the total grade for the performance evaluation during the semester.

Each student is expected to abide by the policies and procedures outlined by the clinical facility. It is the preceptor's responsibility to inform the student of any infractions or improper actions as well as contacting the Clinical Coordinator. It is the student's responsibility to maintain an open line of communication with regard to scheduling with the preceptor. Tardiness is unacceptable and will reflect poorly in the student's evaluation. The student must notify the preceptor in advance if he or she expects to be absent from a scheduled observation. The instructor should also communicate any problems that may arise with Erin Lewis, Clinical Coordinator for the Athletic Training Education Program at Mount St. Joseph University.

The student will evaluate the clinical site and the clinical experience supervisors at the end of the clinical experience though E-Value software program.

**Contact Information:**

Clinical Coordinator: Erin Lewis, MEd, ATC, CSCS  
Clinical Coordinator, Assistant Professor  
The Mount St. Joseph University  
Athletic Training Education Program  
(513) 244-4512

Athletic Training Students: 4-week rotations are available according to the following schedule:

First Semester:  
Rotation 1 - TBD  
Rotation 2 - TBD  
Rotation 3 - TBD

Second Semester:  
Rotation 4 - TBD  
Rotation 5 - TBD  
Rotation 6 - TBD

Summer:  
Rotation 7 - TBD  
Rotation 8 - TBD  
Rotation 9 - TBD

**APPENDIX I**

SCHOOL OF  
HEALTH SCIENCES  
MOUNT ST. JOSEPH UNIVERSITY

**TECHNICAL STANDARDS FORM****Part I – History and Rationale**

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA” or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, an “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity.”

Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their requests for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodation,” including undergraduate and postgraduate schools.

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student’s program of study, or directly related to licensing requirements, is allowable under these laws. In applying Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualifications could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

## **Athletic Training Program Technical Standards for Admission**

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

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

1. the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients;
3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and 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 Program as outlined and sequenced;
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Mount's Athletic Training Educational Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Mount St. Joseph University's Office of Disability Services will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation, this includes a review as to 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.

**Technical Standards Form**

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 Athletic Training Educational program.

Printed Name of Applicant \_\_\_\_\_

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

**Alternative statement for students requesting accommodations**

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Mount's Human Resource department to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the Athletic Training Educational program.

Printed Name of Applicant \_\_\_\_\_

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

**Appendix J**  
**MOUNT ST. JOSEPH UNIVERSITY**  
**ATHLETIC TRAINING PROGRAM**  
**PRECEPTOR EVALUATION**

Preceptor \_\_\_\_\_

Date of Review \_\_\_\_\_

Please use the following scale to rate the preceptor and the clinical site.

- 4 – Always
- 3 – Often
- 2 – Seldom
- 1 – Never

- 1. The preceptor provided me with a stimulating learning environment. \_\_\_\_\_
- 2. The preceptor provided me with challenges in which I could use my clinical skills. \_\_\_\_\_
- 3. The preceptor provided me with the opportunity to use my decision making skills. \_\_\_\_\_
- 4. The preceptor provided me with the opportunity to use my communication skills. \_\_\_\_\_
- 5. The preceptor provided appropriate supervision and guidance. \_\_\_\_\_
- 6. I was provided orientation for:
  - a. staff personal \_\_\_\_\_
  - b. physical layout of facility \_\_\_\_\_
  - c. dress code requirements \_\_\_\_\_
  - d. safety procedures and standards \_\_\_\_\_
  - e. clinical protocols \_\_\_\_\_
- 7. The Mount St. Joseph Athletic Training Program should continue to use this clinical setting. \_\_\_\_\_

Strengths of preceptor:

Weaknesses of preceptor:

**Appendix K**

**MOUNT ST. JOSEPH UNIVERSITY  
ATHLETIC TRAINING PROGRAM  
CLINICAL SITE EVALUATION**

Clinical Site \_\_\_\_\_

Date of Review \_\_\_\_\_

Please use the following scale to rate the clinical site.

- 4 – Always
- 3 – Often
- 2 – Seldom
- 1 – Never

1. The clinical site provided with a stimulating learning environment. \_\_\_\_\_
2. The clinical setting provided me with challenges in which I could use my clinical skills. \_\_\_\_\_
3. The experiences I encountered at the clinical site reinforced the information and skills I learned in my course work. \_\_\_\_\_
4. The supplies and equipment at the clinical setting were adequate to meet the demands of the clinical site. \_\_\_\_\_
5. Proper OSHA guidelines in the management of blood, bodily fluids, and medical waste were used at the clinical setting. \_\_\_\_\_
6. The Mount St. Joseph Athletic Training Program should continue to use this clinical setting. \_\_\_\_\_

Strengths of clinical site:

Weaknesses of clinical site:

**APPENDIX L**



**SCHOOL OF  
HEALTH SCIENCES**  
MOUNT ST. JOSEPH UNIVERSITY

**MEDICAL TREATMENT CONSENT FORM**

**I/We the undersigned parent(s) or legal guardian(s) of**

\_\_\_\_\_ recognize that circumstances may arise wherein medical or surgical treatment may be considered necessary or be recommended by a doctor attending my/our child during his/her academic program at Mount St. Joseph University. Though we do not hereby impose any duty upon MSJ or expect any such treatment, should the need arise I/we give full consent to resort to any such medical or surgical treatment considered necessary or recommended.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature/Legal Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature/Legal Guardian

\_\_\_\_\_  
Date

**APPENDIX M**

**SCHOOL OF  
HEALTH SCIENCES**  
MOUNT ST. JOSEPH UNIVERSITY

**ATHLETIC TRAINING PROGRAM****COMMUNICABLE DISEASE POLICY VERIFICATION**

<b>STUDENT's NAME</b>
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Students in the Athletic Training Program must have on record with the AT Clinical Coordinator proof of protection against communicable diseases before being permitted to engage in clinical activities. This includes the completion of a comprehensive vaccination/communicable disease record and completion of a physical examination that verifies that the athletic training student meets the technical standards of the AT CURRICULUM.

As an Athletic Training Student at Mount St. Joseph University and having been cleared for physical readiness by a licensed physician, I understand that in the event that I contract or have been exposed to any communicable disease, I have the obligation to report such conditions to the Health Services Coordinator of the MSJ Wellness Center. All medical information will be treated confidentially as dictated by HIPAA and FERPA regulations.

I understand that should I contract any communicable disease, I will be removed from clinical exposures by the Health Services Coordinator until being medically cleared to return to clinical duties associated with the Athletic Training Program. I understand that I am responsible for the financial obligations associated with treating said communicable disease.

Students who acquire active communicable disease should not report to clinical assignments due to the risk of spreading the infection. They should, however, contact their preceptor and clinical coordinator to inform him or her of the situation. Students with active communicable disease will be required to provide physician documentation allowing them to return to their clinical assignment.

This policy is in place to protect you – as the athletic training student - and the student-athletes and patients with who you have contact. Failure to notify appropriate medical personnel as defined above regarding a known communicable disease will result in disciplinary action which may include removal from the Athletic Training Program.

Students must also complete annual training on the handling of blood-borne pathogens and infectious agents as specified by the Occupational and Safety Health Administration and Commission on Accreditation of Athletic Training Education. Students are also responsible for familiarization of policies used at affiliate sites.

My signature below indicates that I have read the above policy and agree to comply with this policy during my tenure as an athletic training student within Mount St. Joseph University Athletic Training Program. Since this policy affects the safety of others, failure to sign this document will result in removal from the clinical aspects of the AT curriculum and subsequently removal from the program.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Printed Name:</b> _____	
<b>Witness:</b> _____	<b>Date:</b> _____
<b>Printed Name:</b> _____	

**APPENDIX N**



**SCHOOL OF  
HEALTH SCIENCES**  
MOUNT ST. JOSEPH UNIVERSITY

**Athletic Training Program**

**NOTICE OF ADDITIONAL COSTS TO PROGRAM**

This notice is to inform you that all students must pay for TB and influenza immunization and testing, clothing, differential fees, laboratory fees, CPR renewal, E\*Values software, along with travel expenses to and from off-campus clinical assignments. On occasion additional items such as clothing may be offered to students as an additional expense along with registration fees, travel, and room and board to conferences and workshops.

I \_\_\_\_\_ have been informed of additional expenses associated with the Athletic Training Program and understand that I am required to pay for these expenses as an additional expense of the program.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**APPENDIX O**



**SCHOOL OF  
HEALTH SCIENCES**  
MOUNT ST. JOSEPH UNIVERSITY

**ATHLETIC TRAINING**

**LABORATORY CONSENT FORM**

Athletic training education combines laboratory and didactic experiences. Athletic training courses involving laboratory work occur under the supervision of an athletic training faculty member. As a member of the Athletic Training Program at the Mount St. Joseph University, I, \_\_\_\_\_ give consent for athletic training instructors and students to practice or demonstrate examination and treatment techniques on me as part of the athletic training learning experience in the classroom and during laboratory competency and practical examinations. It is my responsibility to let faculty and students know if there are any precautions or restrictions that may preclude my participation in specific activities.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Parent signature if a minor)

**APPENDIX P**



**SCHOOL OF  
HEALTH SCIENCES**  
MOUNT ST. JOSEPH UNIVERSITY

**ATHLETIC TRAINING**

**CONFIDENTIALITY POLICY**

It is the responsibility of all Mount St. Joseph University athletic training students to ensure that all patient information, personal, medical, or education-related remains confidential. Due to the varied number of staff personnel that may be involved with a patient’s case, it is essential that this policy be observed in order to maintain an atmosphere of mutual trust that must exist between the patient and the representatives of Mount St. Joseph University Medical Staff. Gossip, careless remarks, or idle chatter concerning patients, made inside or outside of the training room is inappropriate, unprofessional, and will not be tolerated.

It is illegal for any certified athletic trainer/athletic training student to attempt to gain access to patient information, through any and all means, unless the information is needed in order to treat the patient, or because their job would require such access. The protection of patient information, records, and reports, is the responsibility of all athletic training personnel involved.

The confidentiality policy applies to any information learned by or revealed to any athletic training student.

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**Statement of Confidentiality**

I have read Mount St. Joseph University Athletic Training Confidentiality Policy. My signature states that I understand and agree to the conditions therein and to adhere to the policy. I understand that violation of this policy is grounds for dismissal from Mount St. Joseph University Athletic Training Program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

APPENDIX Q



SCHOOL OF  
HEALTH SCIENCES  
MOUNT ST. JOSEPH UNIVERSITY  
*Department of Athletic Training*

INFLUENZA VACCINATION FORM

\_\_\_\_\_ ; \_\_\_\_/\_\_\_\_/\_\_\_\_  
(First Name) (Last Name) (Date)

The above mentioned student received the seasonal influenza vaccine on this date \_\_\_\_\_\*.

Vaccine type (i.e. FluMist, Fluvirin, Afluria): \_\_\_\_\_

Site of injection, if applicable: \_\_\_\_\_

Individual administering vaccine:

\_\_\_\_\_  
(Printed Name)

\_\_\_\_\_  
(Signature) (Date)

**\*form must be completed annually to remain in compliance with policy.**

**APPENDIX R**



**SCHOOL OF  
HEALTH SCIENCES**  
MOUNT ST. JOSEPH UNIVERSITY

**Athletic Training Program  
RECEIPT OF HANDBOOK ACKNOWLEDGEMENT**

I \_\_\_\_\_ acknowledge receiving Mount St. Joseph University Athletic Training Program Student Handbook and agree to abide by the policies and procedures set forth therein.

I acknowledge having read, knowing, and understanding

And agree to abide by the policies and procedures set forth therein.

I will be notified if it is changed and receive a copy in writing

Most current version will be posted and available.

I understand my right to appeal any and all decisions with regard to academic regulations and will follow these procedures in the event of a grievance.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date