

**WAYNESBURG UNIVERSITY
MASTER OF SCIENCE IN ATHLETIC TRAINING
PROGRAM MANUAL**



Academic Year: 2022-2023

STUDENT POLICIES AGREEMENT

My signature below indicates that I have read and understand the Waynesburg University Master of Science in Athletic Training (MSAT) Program manual. I have read, understand, and agree to abide by all policies found therein during the period of my enrollment as a MSAT student at Waynesburg University. If I fail to uphold this agreement, I am aware that I may be disciplined in accordance with the MSAT program, Department, Graduate and Professional Studies, and University policies.

My signature below also indicates that I, as an MSAT student, in compliance with HIPAA, the MSAT program Professional Behaviour policy, and the Waynesburg University Student Code of Conduct, recognize that I have an obligation to myself, the patients/athletes/clients and athletics department personnel with whom I work, my clinical Preceptors and supervising physicians, and to Waynesburg University, to withhold from anyone, other than my immediate supervisors or other appropriate medical health professionals, any information I acquire professionally or socially which is considered professionally confidential. Confidential information also must be withheld from other communication opportunities such as online social media, social networking sites, blogs, forums or discussion boards. Confidential information includes any information about patients/athletes/clients' medical conditions, the treatment of medical conditions, any information that I may acquire in locker rooms, athletic training facilities, physicians' offices or otherwise which is considered to be non-public/confidential information. The unique opportunity that I have to observe and participate as a student health care professional will be jeopardized if I violate this confidentiality, may irrevocably destroy the rapport I establish with patients/athletes/clients, coaches, and physicians, and may result in my immediate dismissal from my clinical experience, the MSAT program, and/or the University. I also understand that I represent Waynesburg University and the MSAT program at all times, and, as a result, I will conduct myself in a professional manner, consistent with the MSAT program Professional Behaviour policy and the Waynesburg University Student Code of Conduct, at all times. I understand that if I fail to abide by this professional conduct statement, I am aware of the consequences that I will incur and accept that penalty.

STUDENT'S ID

STUDENT'S WU EMAIL

PRINTED NAME

SIGNATURE

DATE

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Introduction

The Waynesburg University Bachelor of Science in Athletic Training (BSAT) program was approved by the National Athletic Trainer's Association (NATA) in 1989 and was initially accredited in 1998. In the summer of 2018, the Waynesburg University BSAT program was transitioned to a Master of Science in Athletic Training (MSAT) program in accordance with the strategic alliance of the NATA, the Commission on Accreditation of Athletic Training Education (CAATE), and the Board of Certification (BOC). In 2020, the MSAT program was granted continuing accreditation by the CAATE with the next comprehensive review scheduled for the 2029-2030 academic year. Accreditation by the CAATE allows the students to sit for the Board of Certification (BOC) exam to become a Certified Athletic Trainer (ATC) upon completion of the MSAT program requirements.

This manual has been prepared for the purpose of defining, instituting, and establishing an effective MSAT program at Waynesburg University. The purpose of this manual is to inform the Athletic Training Students (ATs), Clinical Preceptors, and the Athletic Training Faculty and Staff of the policies and procedures governing the MSAT program.

This handbook will give direction and provide guidelines to frame decisions within the MSAT program. The materials are fashioned to assist the athletic training faculty and instructional staff in maintaining effective and stimulating learning environments for the students, while always considering safe, effective, and appropriate care for the patients with whom they work.

As the educational process from admission through graduation requires continual review and appropriate approval by University officials, the provisions of this handbook are to be considered directive in character. The University, Department, and MSAT program therefore, reserve the right to change requirements and regulations contained herein, and to determine whether an individual has satisfactorily met the requirements for admission or graduation. The MSAT program reserves the right to alter or amend the terms, conditions, and requirements herein, and to eliminate programs or courses as necessary. Once enrolled, students should consult on a regular basis with their Faculty Mentors and/or Academic Advisors for specific information regarding academic policies pertaining to their respective program.

Department Information and General Policies

Program Mission Statement:

The Waynesburg University MSAT program seeks to prepare students for successful careers by instilling a Christian identity with an in-depth study in Athletic Training. The program provides opportunities for students to achieve balance between academic scholarship and the acquisition of skills necessary for careers in athletic training and healthcare. The curriculum design provides opportunities for the development, synthesis, and demonstration of cognitive competency and professional behavior. The curriculum is guided by the 2020 Standards for Accreditation of Professional Athletic Training Programs established by the Commission on Accreditation of Athletic Training Education (CAATE) along with the Christian principles on which the University was founded. The NATA Code of Ethics guides our efforts to provide the means, inspiration and values that will enable our students to pursue successful, productive, and compassionate lives of service.

Purpose

The purpose of the MSAT program at Waynesburg University is to prepare students for a career in Athletic Training that leads to fulfilling a path of life, leadership, and service within the Christian Faith.

Program Goals & Objectives

The goal of the MSAT program is to:

1. Provide an educational program for students desiring to obtain Board of Certification (BOC) certification.
2. Develop competent and confident students entering the profession of Athletic Training as healthcare providers.
3. Provide students the ability to practice their knowledge, skills and abilities (learned in the didactic education) in the clinical setting under direct supervision of qualified healthcare Preceptors.
4. Incorporate leadership abilities through the Christian faith by fully engaging students in their clinical sites and community service opportunities.
5. Provide opportunities for students to participate in the advancement of the Athletic Training profession
6. Allow students to compete for scholarly awards, scholarships, and grants

Clinical Education Mission

Clinical education provides a structured patient care experience to synthesize and apply knowledge that prepares students for practice in a variety of patient-care surroundings.

Clinical Education Goals & Objectives

The goal of the Clinical Education component of the MSAT program is to:

1. Recognize the scope of practice of athletic trainers in the healthcare environment.
2. Expose students to a variety of clinical surroundings.
3. Expose students to a variety of preceptors and incorporate their teaching specialties.
4. Enable students to demonstrate clinical competence "skill sets".
5. Develop professional behavior.
6. Foster socialization of athletic training students into healthcare environment.
7. Maximize independent decision making grounded in evidence-based practice/best practices.
8. Permeate basic behaviors into professional practice non-discriminatory with respect to race, ethnicity, and sexual orientation, socioeconomic, political, or religious affiliation.

Program/Student Learning Outcomes

The student, upon completion of the MSAT program, will be able to:

1. Demonstrate cognitive and psychomotor competence in the five (5) Domains of Athletic Training. (G1,2,3)
2. Integrate communication skills, both written and oral, as a health care provider within the larger context of the health care system to be able to work collectively with other health care providers. (G2,3,5,6)
3. Assess and construct ethical, moral, and legal behavior as an athletic trainer. (G1-3)
4. Manage patient care (based on their development of knowledge, clinical experience, critical thinking, and evidence-based decision making) to integrate the most current technological, innovated, and evidence-based approach to effectively practice with diverse population in a variety of clinical settings, and with various allied healthcare professionals. (G1-6)

5. Integrate the Christian tradition/mission to incorporate life, leadership, and service with and among others. (G2-4)
6. Critique and generate research to enhance the quality of care for the healthcare profession, specifically within the Athletic Training field. (G1-6)

Athletic Training Directory

The MSAT faculty consists of the Athletic Training Program Director (PD), Coordinator of Clinical Education (CEC), Team Physician/Medical Director, Assistant Athletic Director of Sports Medicine, Assistant Athletic Trainers, Graduate Assistant Athletic Trainers, and Preceptors.

The Team Physician/Medical Director, PD, and CEC are responsible for appraising the MSAT program to ensure effective program administration occurs that ensures quality education to students. The PD and CEC are responsible for the day-to-day oversight and operation of the MSAT program. The PD will monitor program compliance with the CAATE, budget, course sequence, faculty responsibilities, and student progression. The CEC will assign student clinical placements, monitor clinical sites and Preceptors, provide updated communication and training to Preceptors and students, and be a liaison between the program and its clinically affiliated sites. The Team Physician/Medical Director will be responsible for the oversight of the educational program and provide guidance regarding the intersection of educational and clinical decisions for the MSAT program.

The Team Physician/Medical Director, Director of Sports Medicine, Assistant Athletic Trainers, and the Graduate Assistant Athletic Trainers will provide primary medical care for Waynesburg University's intercollegiate patients; the PD and CEC will assist as needed and available. The MSAT faculty are responsible for preparing students for a career in Athletic Training.

The Team Physician/Medical Director shall oversee the provision of care administered by the Waynesburg University MSAT program. The Team Physician/Medical Director, or the appropriate physician consultant, shall supervise the care rendered by all paramedical personnel to all intercollegiate student-athlete patients. The final judgment regarding athletic participation at Waynesburg University rests with the Team Physician/Medical Director. All Waynesburg University Certified Athletic Trainers work only under the direction of the Team Physician/Medical Director. Waynesburg University Certified Athletic Trainers are responsible for the day-to-day care and medical services to all intercollegiate student-athlete patients. This includes but is not limited to evaluation and diagnosis; administering first aid and directing rehabilitation programs, including therapeutic modalities and interventions; and direct and supervise the daily activities of the Athletic Training Facility, under the direction of the Team Physician/Medical Director. The PD, CEC, and Preceptors supervise students during their clinical education experiences.

Faculty

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Athletic Training Education Administrative Chain of Command

Athletic Training Clinical Services Administrative Chain of Command



Prevention of Infection and Disease Transmission Policy

The purpose of this policy is to protect the health and safety of the students enrolled in the MSAT program at Waynesburg University as they participate in the didactic and clinical education experiences required by the program. It is designed to provide students, clinical Preceptors, and faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for healthcare workers and the Occupational Safety Health Administration (OSHA) Blood-borne Pathogens Standards.

Guidelines for Prevention of Exposure and Infection:

1. All students must attend and successfully complete annual Blood-borne pathogens training prior to initiating formal clinical experiences.
2. To limit exposure, students are required to use proper hand washing techniques and practice good hygiene at all times.
3. Students are required to use Universal Precautions at all times. This applies to all clinical sites and/or when working with potential sources of infectious disease.
4. Patient care should not be performed when students have active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection:

1. Any student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to his/her Preceptor, and to either the AT PD and/or CEC immediately.
2. Any student, who demonstrates signs or symptoms of infection or disease that may place him/her and/or his/her patients at risk or require him/her to miss class or clinical experience, that student should report those potential infections or diseases immediately to Student Health Services (bottom floor of the Wiley Armory – 724-852-3332). *A student may utilize his/her family physician, however, the same requirements and notifications of MSAT program personnel will be required of the personal physician.*
3. Upon review by Student Health Services (or the personal physician), the student must make it known that he/she is an MSAT student and that he/she is required to furnish the MSAT program with notification of his/her health status and ability to participate in the required academic and clinical activities required of the educational program. *Guidelines outlined in Table 1 will be adhered to.*
4. Upon receipt of the health status notification from Student Health Services (or the personal physician), the student must present that notification to the PD and/or the CEC who will inform the other appropriate MSAT program faculty who (in compliance with HIPAA) are required to know the student's health status. The health notification will be placed in a sealed envelope in the student's MSAT department file.
5. The student is responsible for notifying his/her Preceptor, of the need to miss clinical experiences and will be confirmed by the CEC with the designated Preceptor(s).
6. Waynesburg University and the MSAT program are committed to providing equitable access to learning opportunities to students with documented disabilities and/or health concerns through reasonable accommodations. Students are advised to notify each course instructor of the need to miss class time. Students who may need accommodations and/or miss extended class time are urged to contact the Disability Services Coordinator and Academic Support Specialist in the Waynesburg University Pathways Center, as soon as possible, to explore appropriate arrangements.
7. The student is responsible to keep the PD and/or the CEC informed of conditions that require extended periods of time when the student is unable to meet the MSAT program's technical standards and/or missed class/clinical time. Additional health status notifications will be required until such time as the student is cleared to return to meet all technical standards and full participation in all academic and clinical requirements of the MSAT program.

Table 1: Restrictions for healthcare personnel exposed to or infected with infectious diseases in healthcare settings.

Disease	Restriction	Duration
<i>Conjunctivitis (pink eye)</i>	Restricted from pt. contact and	Until discharge ceases and

	contact w/ pt. environment	prescription of medicated drops
<i>COVID-19</i>	Restricted from pt. contact, pt. environment, and classroom	Refer to COVID-19 Policy (<i>Appendix I</i>)
<i>Diarrheal Diseases</i> - <i>Acute stage</i>	Restricted from pt. contact, contact w/ pt.'s environment of food handling	Until symptoms resolve
<i>Diarrheal Diseases</i> - <i>Convalescent stage (salmonella)</i>	Restricted from care of high-risk pts	Until symptoms resolve; consult w/local and state officials regarding need for negative stool cultures
<i>Diphtheria</i>	Exclude from duty	Until antimicrobial therapy complete and cultures are negative
<i>Enterovirus Infections</i>	Restrict from care of infants, neonates, and immune-compromised pts and their environments	Until symptoms resolve
<i>Hepatitis A</i>	Restrict from pt. contact, contact w/ pt.'s environment, and food handling	Until 7 days after onset of jaundice
<i>Hepatitis B</i> - <i>Personnel with acute or chronic Hepatitis B e antigenemia who perform exposure-prone procedures</i>	Do not perform exposure-prone procedures until counsel from an expert review panel has been sought; panel should make recommendations; refer to state regulations	Until Hepatitis B e antigen is negative
<i>Herpes Simplex</i> - <i>Hands (herpetic whitlow)</i>	Restrict from pt. contact and contact with pt.'s environment	Until lesions heal
<i>Herpes Simplex</i> - <i>Orofacial</i>	Evaluate for need to restrict from care of high-risk pts	
<i>Human Immunodeficiency Virus (HIV)</i>	Do not perform exposure-prone invasive procedures until counsel from an expert review panel has been sought; panel should make recommendations; refer to state regulations	
<i>Measles</i> - <i>Active</i>	Exclude from duty	Until 7 days after rash appears
<i>Measles</i> - <i>Post-exposure</i>	Exclude from duty	From 5 th day after 1 st exposure through 21 st day after last exposure and/or 4 days after rash appears
<i>Meningococcal Infections</i>	Exclude from duty	Until 24 hours after the start of effective therapy
<i>Mumps</i> - <i>Active</i>	Exclude from duty	Until 9 days after the onset of parotitis

<i>Mumps</i> - <i>Post-exposure</i>	Exclude from duty	Form the 12 th day after 1 st exposure through 26 th day after last exposure or until 9 days after onset of parotitis
<i>Pediculosis (lice)</i>	Restrict from pt. contact	Until treated and observed to be free of adult and immature lice
<i>Pertussis (whooping cough)</i> - <i>Active</i>	Exclude from duty	From beginning of catarrhal stage through 3 rd week after onset of paroxysms or until 5 days after start of effective antimicrobial therapy
<i>Pertussis (whooping cough)</i> - <i>Post-exposure</i>	Exclude from duty	Until 5 days after start of effective antimicrobial therapy
<i>Rubella</i> - <i>Active</i>	Exclude from duty	Until 5 days after rash appears
<i>Rubella</i> - <i>Post-exposure</i>	Exclude from duty	Form 7 th day after 1 st exposure through 21 st day after last exposure
<i>Scabies</i>	Restrict from pt. contact	Until cleared by medical evaluation
<i>Staphylococcus Aureus Infection</i> - <i>Active (draining skin lesion)</i>	Restrict from contact with pt. and pt.'s environment or food handling	Until lesions have resolved
<i>Staphylococcus Aureus Infection</i> - <i>Carrier state</i>	No restriction, unless personnel are epidemiologically linked to transmission of the organism	
<i>Streptococcal Infection, Group A</i>	Restrict from contact with pt. and pt.'s environment or food handling	Until 24 hours after treatment has started
<i>Tuberculosis</i> - <i>Active</i>	Exclude from duty	Until proven noninfectious
<i>Varicella (chicken pox)</i> - <i>Active</i>	Exclude from duty	Until all lesions are dry and crusted
<i>Varicella (chicken pox)</i> - <i>Post-exposure</i>	Exclude from duty	From 10 th day after 1 st exposure through 21 st day (18 th day if VZIG given) after last exposure
<i>Zoster</i> - <i>Localized (healthy person)</i>	Cover lesions, restrict from care of high-risk pts	Until all lesions are dry and crusted
<i>Zoster</i> - <i>Generalized or localized in immunosuppressed</i>	Restrict form pt. contact	Until all lesions are dry and crusted
<i>Zoster</i> - <i>Post-exposure</i>	Restrict from pt. contact	From 10 th day after 1 st exposure through 21 st day (28 th day if VZIG given) after last exposure or if varicella occurs, until all lesions are dry and crusted

<i>Viral Respiratory Infections, Acute Febrile</i>	Consider excluding from the care of high risk pts or contact with their environment during community outbreak or RSV and influenza	Until acute symptoms resolve
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Reference: Bolyard EA, Tablan OC, Williams WW, Pearson ML, Shapiro CN, Deitchman SD, and The Hospital Infection Control Practices Advisory Committee. Special Article: Guideline for Infection Control in Health Care Personnel, 1998. Centers for Disease Control and Prev

Related Compliance Methods

1. Engineering and work practice controls will be used to eliminate or minimize exposure to employees in the Athletic Training Clinic. Where occupational exposure remains after institution of these controls, personal protective equipment (PPE) shall be used. In the Athletic Training Clinic, sharps containers, waste disposable bags, and clearly marked biohazardous waste containers will be used as engineering controls. These controls will be examined and maintained on a regular basis, with attention given to the contents of the engineering controls to insure removal once the containers reach $\frac{1}{2}$ to $\frac{3}{4}$ of capacity.
 - a. Containers for Reusable Sharp - Contaminated sharps that are not reusable are to be placed immediately, or as soon as possible after use, into appropriated sharps containers. In the Athletic Training Clinic, the sharps containers are puncture resistant, labeled with a biohazard label, and are leak proof. The sharps container is located near the sink in the taping area. An individual appointed by the Assistant Athletic Director of Sports Medicine has the responsibility for disposal of the sharps container when it becomes $\frac{1}{2}$ to $\frac{3}{4}$ of capacity. The container need only be checked as necessitated by its use.
 - b. Needles - Contaminated needles and other contaminated sharps objects will not be bent, recapped, removed, sheared, or purposely broken. Following usage, needles or other contaminated sharps objects will be disposed of in a clearly marked biohazardous, sharps container. OSHA allows for one exception to the rule governing the disposal of needles, if the procedure requires that the contaminated needles be recapped or removed and no alternative is feasible, and the action is required by the medical procedure. If such action is required, then the recapping or removal of the needle must be done by the use of a mechanical device or a one-handed technique. At this facility recapping or removal is only permitted while assisting one of the Team Physicians, or their designee, in a procedure necessitating this act.
 - c. Specimens - Specimens of blood or other potentially infectious materials, such as urine, will be placed in a container that prevents leakage during the collection, handling, processing, storage, and transport of the specimens. The container used for this purpose will be labeled or color-coded in accordance with the requirements of the OSHA standards. It should be noted that this standard provides for an exemption for specimens from the labeling/color-coding requirements of the standard, provided the facility uses Universal Precautions in the handling of all specimens and the containers are recognizable as container specimens. This exemption applies only while the specimens remain in the Athletic Training Clinic.

- d. Regulated Waste Disposal - Regulated waste, other than sharps, shall be placed in appropriate containers with RED colored waste bags. Such containers are in the Athletic Training Clinic taping room, and at all athletic facilities.
2. Hand washing facilities are also available to individuals who incur exposure to blood or other potentially infectious materials. OSHA requires that these facilities be readily accessible after incurring exposure. In the Athletic Training Clinic, there are two hand-washing facilities located in the taping room, treatment room, and in each public restroom. There are no available facilities at game/practice sites except for Wiley Stadium. As an alternative, an alcohol-based hand sanitizer that contains at least 60% alcohol and isopropyl alcohol are stored in each Certified Athletic Trainer's kit on the site. If this alternate method is used, the hands are to be washed with soap and running water as soon as feasible following any exposure.
3. All personal protective equipment (PPE) used will be provided without cost to students. PPE will be chosen based on the anticipated exposure to blood or other potentially infectious materials. The PPE will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach student clothing, skin, eyes, mouth, or other mucous membranes under normal conditions.
 - a. The PPE typically needed in the Athletic Training Clinic primarily consists of latex or vinyl examination gloves, gowns, facemask, face shields, and one-way pocket masks. The gloves will be stored in the taping area on the wall near the sink, and in all athletic training kits. The pocket masks are stored in the emergency crash kits. Gowns, facemasks, and/or face shields are kept in the storage closet nearest the printer. This equipment is available at all times and upon request.
 - b. All PPE are to be replaced as soon as practical when they become contaminated or as soon as feasible when or if they are torn, punctured, or when their ability to function as a barrier is compromised.
 - c. All PPE will be removed before leaving the work area.
4. After proper removal and disposal of PPE, students must wash their hands and any other potential contaminated skin area immediately or soon as feasible with soap and water. If students incur exposure to their skin or mucous membranes, then those areas shall be washed or flushed with water as appropriated or as soon as feasible following contact.
5. In work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials, employees are not to eat, drink, apply cosmetics or lip balm, smoke, or handle contact lenses. Food and beverages are not to be kept or placed on treatment tables, taping decks, or countertops when blood or other potentially infectious materials are likely to be present.

Communicable Disease Policy

The Center for Disease Control (CDC) outlines specific policies for minimizing exposure of communicable diseases within healthcare facilities and between healthcare providers and patients. The Waynesburg University MSAT program is educating future healthcare providers and chooses to use the

provisions in the aforementioned “Prevention of Infection and Disease Transmission Policy”. All students must read and sign the Communicable Disease Policy document (*Appendix A*) confirming that they have read, understand, and will abide by the MSAT program’s rules and regulations when managing any communicable diseases that may arise during a student’s clinical educational experiences.

Statement of Diversity and Technical Standards

Waynesburg University’s MSAT program guarantees all students equal opportunity without regard to religion, race, color, ancestry, national origin, marital status, sex and age. However, the MSAT program is a rigorous and intense program that places specific requirements and demands on the student. An objective of the 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 activities. The technical standards and reasonable accommodations set forth by the MSAT program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students accepted into the MSAT program must meet the technical standards (*Appendix B*) with or without modification in order to complete program requirements. Students are required to sign upon entering the MSAT program and update their form if any changes are needed.

Codes & Policies of Professional Conduct

Overview

The faculty of the Waynesburg University MSAT program expect students accepted into the program to behave in accordance with standards of the profession. Using the National Athletic Trainers’ Association (NATA) Code of Ethics (*Appendix C*), the Board of Certification’s (BOC) Standards of Professional Practice and Code of Professional Responsibility (*Appendix D*), as well as all applicable Waynesburg University Student Codes of Conduct (*refer to the current University catalog for more information*). Our goal is to foster students’ progress in their professional development as they enter and proceed through the curriculum and move on to clinical practice. We expect that all students will be successful in all parts of their education, including academic, behavioral, and clinical.

Description of Professional Behaviors

The NATA has developed the Code of Ethics and the BOC has created the Standards of Professional Practice and Code of Responsibility that define specific abilities and behaviors that a graduate of a CAATE-accredited athletic training program should demonstrate. The core values include, but not limited to: accountability, altruism, compassion, caring, excellence, integrity, professional duty, and social responsibility. The generic abilities include, but not limited to: commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management. The following represents six essential behaviors that integrate items from these documents with a focus on the academic environment.

- | | |
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| 1. Integrity: | Represents one’s own and others’ abilities honestly; is truthful and sincere; accepts responsibility for one’s actions; able to reflect on one’s personal reactions to encounters with others. |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 2. Respect:** Adheres to confidentiality and professional boundaries; works toward conflict resolution in a collegial way, demonstrates consideration for the opinions and values of others; shows regard for diversity.
- 3. Responsibility:** Present and punctual for all learning experiences; able to cope with challenges, conflicts, and uncertainty; recognize one's limits and seeks help; recognizes the needs of others and responds appropriately; demonstrates willingness to discuss and confront problematic behavior of self and others.
- 4. Competence:** Takes responsibility for one's own learning; participates equally and collegially in groups; demonstrates self-reflection and accurate self-assessment; able to identify personal barriers to learning; works with faculty to manage learning difficulties.
- 5. Maturity:** Demonstrates emotional stability; appropriately confident yet humble; demonstrates appropriate professional dress, demeanor and language; accepts constructive criticism and applies it in a useful way; inspires confidence in others; displays appropriate emotions; is not hostile; disruptive confrontational, aggressive or isolated; does not engage in behavior that endangers or threatens self or others.
- 6. Communication:** Able to communicate effectively with others; demonstrates courteous and respectful communication, even in difficult situations; uses active listening; communicates with empathy and compassion.

Behavioral Expectations during Learning Activities

Students enrolled in the Waynesburg University MSAT program are expected to demonstrate professional behavior as determined by the NATA, BOC, and the program. Each student is expected to demonstrate appropriate professional behavior during all learning activities, including classroom, laboratory, experiential, group, community and clinical experiences. These professional behaviors include integrity, respect, responsibility, competence, maturity, and communication. The following behaviors are expected in the academic setting:

1. *Attend and participate in all scheduled learning activities at the scheduled times.* Students who are unable to attend class due to personal illness or emergency are required to notify the course faculty prior to the scheduled class time. Respect your faculty and your classmates; be on time.
2. *Optimal use of time during learning experiences.* Students are expected to complete readings and assignments according to assigned dates/times in order to be prepared for learning experiences. Active participation is expected and students are to engage in fair and collegial group activities.
3. *Recognize learning problems and seek faculty guidance.* Students are expected to recognize learning difficulties and ask the course faculty for guidance. Students should develop a plan of learning that may include additional learning strategies, tutorial assistance, and use of University and external resources.
4. *Integrity.* Academic dishonesty will not be tolerated in any form and under any circumstance. Issues of academic improprieties will be addressed according to the guidelines outlined in the Waynesburg University Academic Catalog.
5. *Professional Attire.* Students are expected to portray the appearance of a responsible healthcare professional.
 - a. **Classroom guidelines** include that clothing must be worn that does not expose the abdomen, chest, or buttocks. Hats and clothing with unprofessional wording or pictures are prohibited. In the laboratory portion of some courses, students will be required to wear clothing that permits the exposure of portions of the body as appropriate for the practice of clinical skills.
 - b. **Clinical Experiences** include that clothing must be worn that does not expose the abdomen, chest, or buttocks. Hats are only appropriate outdoors. All hats must be a Waynesburg University hat or a hat that is a neutral color with a neutral logo (Nike, Reebok, Adidas, etc.). No other school logo is appropriate. Appropriate dress includes: Department nametags, Waynesburg University Athletic Training polo or t-shirt neatly tucked in and without the sleeves rolled up, appropriately colored pants or shorts with pockets (khaki preferred), dress shirt, blouse, or sweaters are appropriate, casual dress shoes or tennis shoes; no open toed or high heeled shoes are allowed. Students are advised to dress appropriately for inclement weather. Excessive piercings and/or facial and tongue piercings must be removed. Long hair must be tied back for learning experiences that involve patients, and acrylic nails are discouraged due to the risk of spreading infection.
 - c. **Guest Speakers/External Events:** Professional dress is required for activities that include guest speakers or patients and learning activities external to the University. Professional dress includes: Department nametags, (men) dress

pants and shirt, dress shoes; (women) dress pants or skirts, tailored tops, close-toed dress shoes. Excessive piercings and/or facial and tongue piercings must be removed. Long hair must be tied back for learning experiences that involve patients, and acrylic nails are discouraged due to the risk of spreading infection.

NOTE: *Waynesburg University MSAT student name tags are required for all general medical and clinic/hospital experiences and for interaction with guest speakers or the public. Failure to adhere to the following dress code guidelines will result in the student being asked to leave the learning experience. Continued failure to adhere to the policy will lead to programmatic disciplinary actions.*

Relationships with Others

Preceptors:

Each student will be supervised by a Waynesburg University affiliated Clinical Preceptor at all times while in the clinical setting. The student is encouraged to discuss educational and clinical issues with the Preceptor whenever an appropriate time presents itself. If a personal issue arises, the student has the option to discuss the situation with the Preceptor. The Preceptor has the option to stop the discussion and refer the student to a more appropriate individual at any time. If conflicts develop, it is encouraged that an attempt to resolve them immediately by having an open discussion of the problem with the Preceptor. If conflicts cannot be resolved in this manner, please inform and meet with the CEC as soon as possible.

Team Physician/Healthcare Professionals:

Each student will have the opportunity to meet and observe the Team Physician and his/her designees (Physician Assistants, Nurse-Practitioners, Registered Nurses, etc.). The student will learn a great deal by observing and listening to these healthcare professionals as they evaluate patients afflicted with various injuries and conditions. Students are also encouraged to ask questions at the appropriate times.

Coaches/Athletic Staff:

Possessing the ability to “work with others” is a crucial part of being a team member. Certified Athletic Trainers and Coaches/Athletic Staff have the common goal of preparing the best team on the field in order to provide the best opportunity to win. Frustrating situations occur but can be minimized by effective communication and constant follow-up. Although Preceptors are ultimately responsible for teams and communication with Coaches/Athletic Staff, the student may sometimes be called upon to communicate with Coaches/Athletic Staff concerning injuries to their patients. It is important to be thorough, concise, professional, and honest in all communications.

Information should not be volunteered about an injured patient’s condition without explicit instructions from the Preceptor. If a Coach/Athletic Staff asks about a particular patient’s condition and the Preceptor has not asked the student to speak with the Coach/Athletic Staff, please refer the Coach/Athletic Staff to the Preceptor for an appropriate answer.

Patients:

All patients should be treated with integrity, respect, and courtesy. The same should be expected from them. Strive to combine friendliness and concern with professionalism. Confidence and

respect will be gained by exhibiting a basic knowledge of the injury and/or condition and proficiency in Athletic Training skills necessary to evaluate and treat said injury/condition. In time, the student will learn the attitudes, temperaments, and peculiarities of individual patients, and to use this insight to foster a trusting and professional relationship with them. General Rules to adhere to when working with patients are: grant special privileges to no one; the student should never provide the patient, or anyone else, information or opinions that may conflict with that given by the Team Physician and/or Preceptor; the student understands that they are obligated to discuss injuries and illness with the Preceptor when a patient's health and well-being are concerned, and they should encourage the patient to do the same; that information should never be withheld from the Preceptor, especially when a patient's health and well-being may be jeopardized by continued athletic participation; and inappropriate personal relationships between the student, the patient, and/or other students are strongly discourage. *If any observation of such relationships interferes with objectivity and professionalism, the student will be removed from the clinical assignment and potentially be subject to programmatic disciplinary action.*

Identification of Professional Behavior Misconduct

Students are expected to behave according to these standards during academic and clinical learning experiences. If an academic or clinical faculty member identifies and documents a serious problem with a student's professional behavior or inability to maintain a standard within the realm of acceptable professional behavior, the following protocol will be followed:

1. The faculty member will meet with the student to identify the behavior and,
2. If the faculty member determines that the student has an occurrence of an unprofessional behavior prior to the completion of the program, both the student and faculty member will meet with the MSAT program faculty to discuss disciplinary action, recommendation of appropriate remediation, and timeline for compliance.
3. All parties will meet again, at a time stated for compliance, to determine if the student has successfully rectified the unprofessional behavior
4. The following are the repercussions resulting from unrectified unprofessional behavior:

a. Immediate Dismissal	Felony conviction or pleading no contest for behaviors that would prohibit the granting of BOC certification and/or Athletic Training state license/certification. Other behaviors may be determined to be non-remediable and require immediate dismissal.
b. Probation	Behaviors that the MSAT faculty have determined are remediable. The terms of the probation and remediation will be outlined by the MSAT faculty.
c. Dismissal	Behaviors that the MSAT faculty have determined are remediable; however, the student has been unable or unwilling to remediate, as outlined by the MSAT faculty.

Social Media Policy

Social media is continually growing and can be used to assist the student in professional development. However, improper or unwise use of social media can have deleterious personal and professional effects.

Students are prohibited from posting any material on social media pertaining to patients with whom the students have interacted while enrolled in the MSAT program at Waynesburg University. Furthermore, any posts that violate patient confidentiality, or that affect the integrity of Waynesburg University, Waynesburg University personnel, the MSAT program, affiliated clinical sites, and/or any other healthcare providers or staff members associated with affiliated organizations will constitute a violation of this policy.

Prohibited posting will include, but are not limited to: patient name, protected patient health information (including physical and mental health, location of care, form of payments, and specific details to interactions with the patient or any information that could potentially lead to the identification of the patient even if a name was not provided such as the nature of care & treatments rendered, patient participation or playing status, role or position of patient within the team or organization) and derogatory statements towards staff members, healthcare providers or specific healthcare facilities.

Social media includes, but is not limited to; collaborative projects (i.e. Wikipedia), blogs (i.e. Twitter), social networking sites (i.e. Facebook, Google+, Instagram, Vine, TikTok, Snapchat), content communities (i.e. YouTube), virtual social worlds (i.e. Second Life), virtual game worlds (i.e. World of Warcraft), podcasts, and online discussion forums.

Any students in violation of this policy will face immediate action consistent with the Professional Behavior Policy of the MSAT program.

Electronic Device Use

Having access to a workable phone or other electronic device is important for emergencies in certain clinical settings. Cell phones with enough power and tower accessibility assist in early response and better outcomes for people who are suffering a life-threatening emergency. Cellular telephone should be used **FOR EMERGENCIES ONLY**. Use of cell phones is prohibited in the operating rooms or private patient rooms.

Certainly, there are times when Preceptors need to have access to the student and vice versa; communicate these times and situations with the Preceptor at the start of clinical experience for the day.

General Academic Policies and Resources

Overview

A specific two-year plan (5 semester curriculum) has been developed at Waynesburg University for students interested in pursuing a Master of Science in Athletic Training degree. The curriculum has been carefully evaluated and transitioned from the previously established undergraduate degree program to adhere to the new standards associated with the profession of Athletic Training. Additionally, the curriculum has been carefully designed to provide students with the necessary knowledge and experience in a gradual, progressive manner, to become effective and efficient entry-level Certified Athletic Trainers upon graduation. These advancements allow for inclusion of new skill development while incorporating research and clinical immersive experiences throughout the curriculum.

Athletic Training Curriculum

The MSAT program is a 57 credit, two-year program (*Appendix E*). The first year of the program provides education on how to become a Certified Athletic Trainer and formal preparation and training in the following

content areas; emergency care, evaluation, therapeutic intervention, and preventative care. The second year of the program affords online didactic education so students can complete a year-long immersive clinical education experience to gain confidence in hands-on skill acquisition. In addition, students will also begin the fundamental understanding and application of evidence-based medicine through directed research related to athletic training and the healthcare fields. Students are directed to refer to the current Waynesburg University Academic Catalog for current course descriptions.

Course Descriptions by Semester

- *ATP 507: Emergency Care of Athletic Injuries (3 credits)*
 - This course entails the study of advanced first aid and cardiopulmonary resuscitation to prepare one to respond to emergency situations. Emphasis will be directed towards prevention, first aid treatment, emergency care, and transportation of the sick and injured in an athletic environment. Two hours of lecture and one one-hour laboratory period each week.
- *ATP 511: Orthopedic Assessment of the Lower Extremity (3 credits)*
 - Students will learn techniques used in injury/illness evaluation and assessment. In-depth analysis of the mechanism of injury, anatomy and physiology of the injury, and signs and symptoms associated with the injury/illness. Appropriate process of evaluation, diagnostic testing, documentation and terminology is presented. The focus of injuries for this course includes lower extremity, lumbar spine and hip/pelvis pathologies. Orthopedic neurological and related general medical evaluation are included.
- *ATP 511L: Orthopedic Assessment of the Lower Extremity Laboratory (2 credits)*
 - This is a laboratory course to compliment Orthopedic Assessment of the Lower Extremity. Students will build skills in performing lower extremity evaluation by learning appropriate evaluation and testing procedures. Students will also learn how to effectively document, utilizing appropriate EMR systems. Emphasis will also be placed on how to code for billing and insurance purposes.
- *ATP 512: Orthopedic Assessment of the Upper Extremity (3 credits)*
 - Students will learn techniques used in injury/illness evaluation and assessment. In-depth analysis of the mechanism of injury, anatomy and physiology of the injury, and signs and symptoms associated with the injury/illness. Appropriate process of evaluation, diagnostic testing, documentation and terminology will be presented. The focus of injuries for this course includes upper extremity, cervical spine and general medical pathologies as well as head and face injury evaluation. Orthopedic, neurological and related general medical evaluations are included.
- *ATP 512L: Orthopedic Assessment of the Upper Extremity Laboratory (2 credits)*
 - This is a laboratory course to compliment Orthopedic Assessment of the Upper Extremity. Students will build skills in performing upper extremity evaluation by learning appropriate evaluation and testing procedures. Students will also learn how to effectively document, utilizing appropriate EMR systems. Emphasis will also be placed on how to code for billing and insurance purposes.
- *ATP 521: Therapeutic Interventions I (3 credits)*

- In this course, students explore the knowledge and theoretical basis related to managing care of patients. Emphasis is placed on pain theories and the injury healing process while also identifying general procedures for rehabilitative applications. Students will also explore the evidence for selecting and applying therapeutic modalities to treat musculoskeletal injuries.
- *ATP 521L: Therapeutic Interventions I Laboratory (2 credits)*
 - This is a laboratory course to compliment Therapeutic Interventions I. Students will affirm their skills for selecting and applying various forms of therapeutic modalities based on a patient's injury, symptoms and intended outcomes.
- *ATP 522: Therapeutic Interventions II (3 credits)*
 - In this course, students will continue to explore the knowledge and theoretical basis related to managing rehabilitative care of patients. Emphasis is placed on the identification of patient rehabilitative needs and rehabilitative progression utilizing multiple intervention techniques ground in theory and practice associated with the design, progression, and supervision of rehabilitative programs. Students will also explore psychosocial issues and interventions related to patient management and program compliance.
- *ATP 522L: Therapeutic Interventions II Laboratory (2 credits)*
 - This is a laboratory course to compliment Therapeutic Interventions II. Students will affirm their rehabilitative skills by selecting and applying rehabilitative based upon patient's injury and the healing process.
- *ATP 525: Current Issues in Athletic Training (2 credits)*
 - This course is designed to address major issues and special topics affecting the Athletic Training Profession. Particular attention will be given to current trends, professional development, employment settings, and educational opportunities, the role of allied health professionals, and legal, political, ethical, and other controversial issues affecting the profession. Special topics relating to technological advances, research, pharmacology, special populations, evaluation and treatment techniques will be addressed.
- *ATP 531: Clinical Experience I (2 credits)*
 - This clinical course will introduce the athletic training student to basic and intermediate skills and techniques used in the athletic training profession. Student will learn how to apply various taping and bracing procedures used to help prevent and protect their patients from injuries. Through appropriate clinical rotations, students will learn objectives under the direction of a certified athletic trainer. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.
- *ATP 532: Clinical Experience II (3 credits)*
 - This clinical course will focus on the learning over time process of demonstrating competence in the cognitive, psychomotor, and affective domains in athletic training. Under the direction of a certified athletic trainer, students will demonstrate proficiency of specified standards. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional. Seminar focus will include the profession of athletic

training, its' governance, licensure and credentialing and introduction to professional preparation for the Board of Certification (BOC) examination.

- *ATP 533: Clinical Experience III (5 credits)*
 - This clinical course will focus on the learning over time process of demonstrating competence in the cognitive, psychomotor, and affective domains in athletic training. Under the direction of a certified athletic trainer, students will begin to approach mastery of specified student outcomes during an immersive clinic rotation. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional. Seminar focus will include a solid foundation of multiple strategies for professional preparation of the Board of Certification (BOC).
- *ATP 534: Clinical Experience IV (4 credits)*
 - This clinical course will focus on the learning over time process of demonstrating competence in the cognitive, psychomotor, and affective domains in athletic training. Under the direction of a certified athletic trainer, students will continue the approach of mastery of specific standards. Additionally, students will be introduced to the transition from student to clinician by being experienced in collaborative, evidence-based, and patient-centered care.
- *ATP 535: General Medical Conditions (3 credits)*
 - The focus of this course is on general medical conditions that affect patient's well-being and activity level. Students will be introduced to the pathology and epidemiology of diseases related to immunity, inflammation, infection, and cancer. This course will also provide opportunities for students to learn different methods to intervene with appropriate care and triage. In addition, students will gain an understanding of the basics of clinical pharmacology with a focus on the principles of pharmacology and pharmacological aspects of the major classes of drugs used in the treatment of injury and disease, the process of drug approval, and legal regulation as relevant to the practice of the athletic training.
- *ATP 536: Nutrition and Pharmacology (3 credits)*
 - This course involves the study of nutrition and the effects of nutritional practices on daily living and sports performance. The course is intended to facilitate application of nutritional concepts to enhance athletic performance and promote health and general wellness. In addition, students will gain an understanding of the basics of clinical pharmacology. Emphasis will be placed on the drug approval process, demonstrate understanding of the legal regulation of drugs, identify common medications and effects for major body systems, explore current pharmacological research, and identify reliable sources of pharmacology literature.
- *ATP 537: Orthopedic Assessment of the Head, Neck, and Spine (3 credits)*
 - This course is an intensive study into orthopedic injury and pathology as it relates to the head, neck, and spine. Additionally, injury and pathology related to the head, face and internal injuries are presented. Students must be able to demonstrate knowledge of joint and muscular musculoskeletal anatomy, incidence rates and intervention connected to the pathology and management

of specific injuries and conditions associated to the head, neck, spine, face, and internal injury.

- *ATP 537L: Orthopedic Assessment of the Head, Neck, and Spine Laboratory (2 credits)*
 - This is a laboratory course to compliment Orthopedic Assessment of the Head, Neck, and Spine. Students will build skills related to the evaluation, management, treatment, and prevention of orthopedic and neuromuscular injuries to the Head, Neck and Spine. Students will also learn how to document, effectively, utilizing appropriate electronic health records (EHR). Emphasis will also be placed on how to code for billing and insurance purposes.
- *ATP 545: Organization and Administration (3 credits)*
 - This course is designed to examine the various topics, policies, procedures involved with the administration of athletic training. Emphasis will be placed on facility design and planning, human resource management, financial management, information management, insurance considerations, equipment purchasing, and professional development within the profession.
- *ATP 546: Psychosocial Strategies in Athletic Training (3 credits)*
 - This course is designed to assist the future clinician with comprehension of psychosocial interventions and referral strategies involved in athletic training. Students will develop knowledge and skills that will assist them to recognize, intervene, and refer when appropriate, patients exhibiting sociocultural, mental, emotional, and psychological behavioral problems, as well as how to integrate coping mechanisms during injury and motivational techniques during the recovery and rehabilitation process.
- *ATP 555: Diagnostic Imaging in Sports Medicine (1 credit)*
 - Overall view of diagnostic medical imaging describing its relationship to radiology and its part in athletic medicine. Discussion will include, but not limited to, Radiographic and MRI imaging as it relates to orthopedic pathology.
- *ATP 556: Law and Policy in Sports Medicine (1 credit)*
 - This course provides the health care practitioner an understanding of the legal system through the lens of the healthcare provider. Risk management, including the duties imposed on athletic trainers, documentation requirements for an effective risk management program, and development of a strategic plan for risk management and mitigation will be highlighted.
- *ATP 598. Research Methods (3 credits)*
 - This course will introduce basic scientific research knowledge. Topics addressed will include research design, statistics, critical appraisal of research, and ethics in research. Students will learn to search, examine, and evaluate evidence-based practice concepts to enhance decision-making and problem-solving skills within athletic training clinical practice as well as to formulate a scholarly research project for completion in ATP 599.
- *ATP 599: Capstone (1 credit)*

In this course, the student will complete and present a scholarly research project to refine their ability to read, think, and write critically. Scholarly research project options may include, but are not limited to, case studies, literature

review, critical appraisals, group research project, patient-reported outcomes report, etc.

Admission to the MSAT Program

Admission into the MSAT program is competitive and only a limited number of students will be accepted on a yearly basis. Currently, a maximum of 20 students will be admitted into the program in any given year and is based on clinical site affiliation availability and faculty resources. Application for admission into the program is on a rolling basis until the start of the fall semester. If a candidate is denied admission to the program, the student may reapply the following year.

There are two routes for admission into the MSAT program at Waynesburg University. Students are selected upon evaluation of the following factors and scored on an admissions rubric (*Appendix F*).

Route 1 – (Internal route for Waynesburg University students, specifically within the Exercise Science Pre-AT Program)

1. Completion of all general education requirements prior to acceptance into the MSAT program
2. A preferred 3.0 GPA
3. “C” or above in all pre-requisite courses:
 - a. One Semester of Biology with lab
 - b. One Semester of Chemistry with lab
 - c. One Semester of Physics with lab
 - d. One Semester of Human Anatomy with lab
 - e. One Semester of Human Physiology with lab
 - f. One Semester of Statistics
 - g. One Semester of Introduction of Psychology
 - h. One Semester of Exercise Physiology
 - i. One Semester of Nutrition
4. Completion of graduate admission application, resume, and two professional references
5. Completion of Clinical Observation Experience
 - a. Minimum of 50 hours
 - i. Completed on the Clinical Observation form included on the graduate admission application (*Appendix G*)
 - b. Must be completed with a qualified Athletic Training Preceptor
 - i. Must be BOC credentialed
 - ii. Must hold current state licensure or registration
6. Complete the Technical Standards form for the MSAT program with or without reasonable accommodation (*Appendix B*).
7. Interview with Faculty of the MSAT program (at the discretion of the program Faculty)

Route 2 – (External route for any college senior interested in Athletic Training)

1. Completion of a B.A. or B.S. degree from an accredited institution of higher education
2. A preferred 3.0 GPA
3. “C” or above in all pre-requisite courses:
 - a. One Semester of Biology with lab
 - b. One Semester of Chemistry with lab
 - c. One Semester of Physics with lab

- d. One Semester of Human Anatomy with lab*
 - e. One Semester of Human Physiology with lab*
 - f. One Semester of Statistics
 - g. One Semester of Introduction of Psychology
 - h. One Semester of Exercise Physiology
 - i. One Semester of Nutrition
- * Anatomy and Physiology 1 and 2 may substitute for these pre-requisites*
- 4. Completion of graduate admission application, resume, and two professional references
 - 5. Completion of Clinical Observation Experience
 - a. Minimum of 50 hours
 - i. Completed on the Clinical Observation form included on the graduate admission application (*Appendix G*)
 - b. Must be completed with a qualified Athletic Training Preceptor
 - i. Must be BOC credentialed
 - ii. Must hold current state licensure or registration
 - 6. Complete the Technical Standards form for the MSAT program with or without reasonable accommodation (*Appendix B*)
 - 7. Interview with Faculty of the MSAT program (at the discretion of the program Faculty)

****Exceptions to the admission requirements, including pre-requisite course requirements, will be made on an individual basis provided the student's progression within the MSAT program is obtainable*

Transfer Students

Waynesburg University MSAT program will consider admitting transfer students on an individual basis. The MSAT PD and the Graduate Admission's office will review the transfer student's transcripts to determine the courses that are eligible to be accepted to transfer. All transfer students interested in the program will be considered based on:

- Meeting institutional guidelines for graduate admissions to the university
- Provide two letters of recommendations
- Complete an interview performance (at the discretion of program Faculty)
- Have completed all of the prerequisite courses with a "C" or better
- Complete the technical standards form for the MSAT program
- Provide proof of a physical exam and Immunization Record
- Provide proof of CPR/AED certification through ARC or AHA
- Have a minimum GPA of 3.0 from previous institution

If a student is transferring from another CAATE accredited MSAT program, relevant athletic training coursework from the previous institution may be considered acceptable equivalents to WU MSAT program courses. This is at the discretion of the PD and will require the submission of syllabi that includes, at minimum, a course description. Determination of the student's placement in WU's MSAT program at the time of transferring is at the discretion of the PD.

NOTE: *WU Graduate Admissions only allows a maximum of 9 transfer credits into the MSAT PROGRAM.*

If a transfer student should be admitted, he or she will be required to complete a minimum of one semester of clinical experiences at WU in addition to a minimum of one semester of immersive clinical experience.

Admitted Student Requirements

Upon acceptance within the MSAT program at Waynesburg University, the student will be required to complete the following material and have present in their academic and clinical file by the start of the fall semester. Completion of these requirements is required in order to work with patient populations during their assigned clinical experiences.

Clearances:

It is the policy of Waynesburg University's MSAT program to work in compliance with the standards described in the (1) Pennsylvania Child Abuse History Clearance Check, (2) Pennsylvania State Criminal Record Check, and (3) FBI Federal Criminal History Records Check. Clearances and any associated costs are the responsibility of the student and are required upon admission to the program and prior to a students' first clinical experience.

A student may appeal the decision to not allow enrollment in an Athletic Training clinical course based upon a positive criminal or child abuse record check. *See Waynesburg University Student Grievance Policy and Process*. Successful completion of clinical courses is a requirement for completion of the MSAT degree. It is the responsibility of any student to inform the PD and CEC of any change in their criminal clearance status. Unreported changes can result in program dismissal.

All clearance forms **must be designated to be sent directly to the student applicant accordingly, NOT the MSAT program**. Once received by the student, all clearances must be provided to the CEC for appropriate filing.

1. PENNSYLVANIA CHILD ABUSE HISTORY CLEARANCE

- a. Students can apply and submit for their PA Child Abuse History Clearance either electronically or via paper submission (Please complete as a "volunteer" applicant – cost will be free).
 - i. To **submit electronic applications** via the Child Welfare Information Solution (CWIS) self-service portal, visit the following website and follow the "Online Submission" directions:
<https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/PA-Child-Abuse-History-Clearance.aspx>
 - ii. To **submit paper** applications, visit the following website and follow the "Paper Submission" directions:
<https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/PA-Child-Abuse-History-Clearance.aspx>

1. Ensure the form is completely filled, print, and then mail to:

**ChildLine and Abuse Registry
Department of Public Welfare
PO Box 8170
Harrisburg, PA 17105-8170**

2. The instructions for how to complete the Pennsylvania Child Abuse History Clearance form are now included on page three of the form and can be printed for easy reference when completing the form. Failure to comply with the instructions that are attached to the form will cause considerable delay in processing the results.
3. Applicants can now type their information directly onto the form or the form can be printed and the information can be hand written onto the form.
4. If the information is typed directly onto the form, the information will **NOT** be able to be saved on a computer unless the computer has a licensed version of the acrobat adobe software. Therefore, please be sure to print the completed form before closing the document so that the information typed on the form is not lost.
5. If you have trouble accessing the form you may need to download the latest version of Adobe Reader, which is available free on the internet.

NOTE: *Once the form is received in the ChildLine and Abuse Registry's Background Check Unit, the results of the Pennsylvania Child Abuse History Clearance will be mailed to the applicant's provided address within 14 days from the date that the clearance is received in that office.*

For questions related to the Pennsylvania Child Abuse History Clearance, please contact the ChildLine Verification Unit at 717-783-6211 or toll free at 1-877-371-5422.

2. PENNSYLVANIA STATE POLICE CRIMINAL RECORD CHECK

- a. Students can apply for their PA Criminal Record Check online with the Pennsylvania State Police at: <https://epatch.state.pa.us/Home.jsp>
 - i. Please click on the yellow box titled "New Record Check (volunteers only – cost will be free)"
 - ii. Please use Waynesburg University as the "Volunteer Organization"

For questions about the Pennsylvania State Police Request for Criminal Record Checks form (SP4 164), please call: (717) 783-9973 or toll free 1-888-783-7972.

3. FEDERAL BUREAU OF INVESTIGATION (FBI) CRIMINAL BACKGROUND CHECK

- a. Under Act 114 of 2006, ALL prospective school employees, school contractors and student teachers are to use the Pennsylvania Department of Education system. This includes but is not limited to: Teachers, School Administrators, Substitute Teachers, Teaching Assistants, PIAA Sports Officials, School Bus Drivers, and Student Teachers. For more information regarding Act 114, and background check requirements for public schools, private schools and student teachers go to the Pennsylvania Department of Education website or email the Pennsylvania Department of Education.
- b. Students can apply for their PA FBI Criminal Background Check online via: <https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/FBI-Fingerprinting.aspx>
 - i. The PA commonwealth contracts with IDEMIA (also referred to as IdentoGo or MorphoTrust) for digital fingerprinting.

- ii. You can register with IDEMIA and be fingerprinted at an IdentoGo site.
 - 1. You are obtaining the clearance to present an official copy of the fingerprinting clearance results to the local high schools when placed for clinical experience. When prompted, please use the PA Dept of Education's (PDE's) School Districts service code (1KG6XN). You will receive an email with a link to view/print the unofficial copy of the results and the local high schools will be able to look up your official results in PDE's clearance database using the student's clearance ID (UE ID) code.
- c. Please complete as a "volunteer"
 - i. Cost of clearance is \$22.60

NOTE: *The fingerprint-based background check is a multi-step process and requires acceptable identification documents to be provided. Please follow all directions closely.*

For questions about FBI clearances, contact the ChildLine Verification Unit at 717-783-6211 or 1-877-371-5422. For IDEMIA registration, processing, or billing questions, please contact IDEMIA/IdentoGo at 1-844-321-2101.

CPR Certification (ECC):

Each student must hold current CPR/First Aid for the Professional Rescuer certification and provide verification of the certification to the Program Director or Clinical Education Coordinator. Each fall prior to pre-season camp, each student will be re-assessed on his/her CPR/First aid skills to remain compliant. If the ATS is not in attendance during this session it is the student's responsibility to make sure their CPR certification is up to date.

Health and Immunization Records:

The following health requirements are mandatory for each student prior to their enrollment into the MSAT program. Failure to complete these health requirements will be grounds for removal from clinical assignments and will impede progression within the program and possible degree completion. The following requirements must be on file with the MSAT program:

Physical Examination:

A physical examination is required of all students in the program. If a physical is not on file with the Waynesburg University (Student Health Center or Athletic Training Services Department), the student will be required to obtain and provide documentation of a physical examination prior to involvement in clinical assignments.

Immunizations:

All immunizations must be up to date, including Hepatitis B; Diphtheria, Tetanus, and Pertussis (whooping cough) (DTP); Measles, Mumps, Rubella (MMR); polio; and varicella.

PPD Test:

The Mantoux test (also known as the Mantoux screening test, Tuberculin Sensitivity Test, Pirquet test, or PPD test for Purified Protein Derivative) is a diagnostic tool for tuberculosis. Some affiliated clinical education sites may require to have a PPD test completed prior to doing any observation. If required, it will be the student's responsibility to obtain this test and subsequent results prior to performing their clinical education experience.

Hepatitis B Vaccination:

All students are required to receive a Hepatitis B vaccination prior to admission to Waynesburg University and the MSAT program.

Flu Vaccine:

Although not required, students are encouraged to receive the yearly flu vaccination. Some affiliated clinical education healthcare facilities may require the student to obtain the yearly flu vaccine. If required, it will be the student's responsibility to obtain the flu vaccine prior to performing their clinical education experience.

COVID-19 Vaccine:

Although not required, students are encouraged to receive the COVID-19 vaccination. Some affiliated clinical education healthcare facilities may require the student to obtain the vaccination. If required, it will be the student's responsibility to obtain the COVID-19 vaccine prior to performing their clinical education experience.

HIPAA and OSHA Training:

Each student must complete annual Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) training, including education regarding Blood-Borne Pathogens (BBP). Each fall, all students will participate in a training session to update HIPAA and OSHA standards. If a student is not in attendance during this session they will not be allowed to participate in clinical education until completed. Waynesburg University Communicable Disease Policy (*Appendix A*) will also be reviewed at this time.

Additional University Fees

Students in the MSAT program will encounter additional expenses associated with the program. These expenses include:

Apparel:

Students must purchase MSAT program apparel for use during clinical rotations (at minimum this includes at least two [2] polo shirts and one [1] t-shirt) through a 3rd party apparel company. Students may elect to purchase additional clothing/items at their discretion. (Cost is \$35.00 each/\$70.00 total)

ATRACK Fees: (*program paid*)

This membership is required to grant the student access to ATRACK which will be used to input and manage student clinical education records.

BOC Certification Exam:

Upon fulfilling all requirement of the MSAT program, students are eligible to sit for their national certification examination through the Board of Certification (BOC).

BOC Test-prep: (program paid)

BOC Self-examination Test(s): Completion of online self-assessment examinations are required of 2nd year students in preparation for the BOC exam.

Amato-Cole Educational Services (ACEs) Prep Exam and Workshop: Attendance at a virtual or in-person self-assessment examination and corresponding workshop are required of 2nd year students in preparation for the BOC exam.

CPR Certification:

Each student must hold current CPR/First Aid for the Professional Rescuer certification and provide verification of the certification to the Program Director or Clinical Education Coordinator.

FBI Criminal Background Check

Students are required to obtain an FBI fingerprint background check as a term of condition for completing assigned clinical experiences. (Cost is \$22.60)

Healthcare Clinical Fee:

Waynesburg University holds a Professional Liability Occurrence Insurance Policy for students as they complete their clinical education. This fee is \$160 per semester and billed through the students' tuition.

Identification (if misplaced):

One name badge is purchased for each enrolled student by the MSAT program; however, replacement badges due to loss or damage are the financial responsibility of the student. **Waynesburg University MSAT student name tags are required for all general medical and clinic/hospital experiences and for interaction with guest speakers or the public.** (Cost of replacement is \$6.99)

Meals:

In some instances, students may need to supply their own meals while on campus, in-particular for pre-season orientation; however, meals may be available for purchase through the WU Cafeteria.

NATA Membership Fees

Students are required to hold current student membership with the NATA to be able to access pertinent information regarding the athletic training profession. (Cost of student membership is \$65.00)

Personal Liability Insurance: (Optional)

Although all students are covered under a blanket liability policy through the University as they complete their clinical education, students are encouraged to acquire additional professional liability insurance in the event of unforeseen litigation.

Travel Expenses:

Students must provide their own transportation to their affiliated clinical education sites. Expenses for this travel are the students' financial obligation. Communication between students can help set up carpool to clinical sites if the opportunity presents itself.

Requirements for Progression and Graduation

To be eligible for graduation from Waynesburg University's MSAT program, the student will need to complete the following:

1. Maintain ATrack and NATA membership through the length of the MSAT program
2. Complete the MSAT with a cumulative GPA of 3.0
3. Successfully complete all courses with a "C" or better
4. Each student will be required to complete all BOC prep examination and ACES preparatory examination during the second year of the MSAT program in ATP 533 and ATP 534.
5. Successfully complete all clinical education requirements and assigned clinical education experiences with a minimum of 800 total hours.
6. Professional presentation of a scholarly research project with a 70 percent or higher.
7. Complete all requirements of the program within a seven (7) year period from start of graduate enrollment.

Any student whose cumulative GPA falls below a 3.0 will be placed on probation for one semester. The student will have one semester to raise their GPA to a 3.0 or higher. If the student fails to achieve a 3.0 in the subsequent semester, the student will be dismissed from the MSAT program. It is highly recommended that the student meet with his/her academic advisor and/or the PD for counseling and continual advisement.

Waynesburg University Graduate and Professional Studies (GAPS) programs have a two "C" requirement for progression. Should a student receive more than two "C's" in any one semester, the University reserves the right to halt progression within the MSAT program.

Any student who receives a grade below a "C" in any course will be placed on suspension for one (1) full year and required to retake the deficient course the following year, ultimately interrupting the student's progression through the program. Should the student receive a grade below a "C" in the same course, the student will be dismissed from the program.

While on probation, a remediation contract will be established by the MSAT program faculty. Contracts will be constructed according to the individual student's needs. The student will also receive a letter indicating probation status and both the letter and agreed upon remediation contract will be placed in the student's academic file. It is highly recommended that the student meet with his/her academic advisor and/or the PD for counseling and continual advisement.

A student will only be reinstated into the MSAT program once he or she has met or surpassed the requirements designated as deficient. Any student that feels he/she did not receive fair process may appeal following the Waynesburg University Student Grievance Policy (*refer to the current University catalog for more information*).

The following are the repercussions resulting from unrectified disciplinary behavior:

Situation/Scenario	Consequence/Action
A student receives a grade below a “C” in a course.	The student is placed on suspension for one (1) full year and required to retake the deficient course the following year.
A student achieves grades of “C” or better in all MSAT program professional phase classes but their overall GPA falls below 3.0	The student is placed on probation for one (1) semester.
A student on suspension or probation remediates their status	The student is reinstated to “ good standing ” in the MSAT program.
A student who is on suspension or probation fails to improve his/her performance during the designated time frame.	The student will be dismissed from the MSAT program

Academic Misconduct

The MSAT program follows University-wide policies regarding academic misconduct. Each student should familiarize themselves with the Rules of Conduct in the University Handbook (*refer to the current University catalog for more information*). Academic misconduct is any form of cheating, including using concealed notes during exams, copying or allowing others to copy from an exam, students substituting for one another in exams, submission of another person's work for evaluation, preparing work for another person's submission, unauthorized collaboration on an assignment, submission of the same or substantially similar work for two courses without the permission of the professors.

Plagiarism is a form of academic misconduct that involves taking either direct quotes or slightly altered, paraphrased material from a source without proper citations and thereby failing to credit the original author. Plagiarism includes cutting and pasting sources from the Internet, as well as purchasing papers from other students or specialized websites.

Be forewarned; under no circumstances will academic misconduct be tolerated. Disciplinary action in such cases will be severe and swift, ranging from receiving a failing grade on an exam or paper to dismissal from the MSAT program and/or the University. The MSAT program faculty follows the Academic Integrity Policy set by Waynesburg University (*refer to the current University catalog for more information*).

Grievance and Appeals Policy

If a student in the MSAT program has a grievance in a specific required course, policy, or procedure, the student may follow the Waynesburg University Student Grievance Policy (*refer to the current University catalog for more information*). The student may meet with the Dean of Graduate Programs or the University Provost who will record information from the student and then convene with the GAPS Grievance Committee including the PD (or other appointed MSAT program faculty member if PD is involved in grievance), and one faculty member not affiliated with the MSAT program (appointed by the Dean) to review the grievance and recommend appropriate action.

Students also have the right to appeal their probation/suspension/dismissal from the MSAT program. Students will submit their appeal to the GAPS Grievance Committee on appeals to be heard via the

aforementioned process. A decision will be rendered from the committee and a letter will be sent to the student and PD of the MSAT program.

Program Resources

Athletic Training Resources:

MSAT program faculty maintains an up-to-date library of materials in each of their respected offices. These resources are available for the student to gain extensive knowledge in athletic training concepts. The journals and textbooks housed in faculty offices are available for use but cannot be removed without permission.

Additionally, the program maintains a small library of textbooks, journals, and video resources in the Athletic Training Clinic. Students are encouraged to use these resources, but they must remain in the location where they are housed. Finally, the University's Eberly Library has a diverse collection of textbooks, journals, and periodicals to assist students in their coursework. Program Faculty are continually adding to the library holdings. It is recommended that students become versed in and use the University library system.

Moreover, the MSAT program relies on online journals and databases for students to use in most courses throughout the curriculum. Students can access these resources through the Eberly Library, a critical education facility maintained for the use of the Waynesburg University community. The library maintains a physical collection of over 70,000 books, audiobooks, CDs, DVDs, audiocassettes, microfilm, and journals. The library's online collection includes access to over 150,000 eBooks, tens of thousands of journal articles and citations, thousands of educational videos, and more. The Eberly Library is also home to The Knox Computer Lab, The Writing Center, The Center for Student Success and Disability Services, The Tutoring Center, The Stover Center for Constitutional Studies and Moral Leadership, The B.F. Maiz Center, and the Trans-Appalachian Room. More information as well as access to online search tools can be found by visiting the following link: <https://waynesburg.libguides.com/eberly/welcome>

Professional Organizations:

Professional organizations are important vehicles for learning and promotion of interaction professional development. Membership in professional organizations allows health care professionals to increase knowledge of current issues in the profession, foster a sense of fellowship and camaraderie among peers and contribute to the organization's direction, success, and influence.

Athletic Trainers are often highly involved in their organizations. If it were not for the support and motivation of our national professional organization, the National Athletic Trainers' Association, Inc. (NATA), the profession of Athletic Training may never have become recognized as an allied health profession.

All Waynesburg University MSAT students are required to join the NATA which also will provide membership to the Eastern Athletic Trainers Association (EATA) and the Pennsylvania Athletic Trainers Society (PATs). It is part of every professional's responsibility to serve as an active, contributing member to the profession's organizations. Joining as a student not only allows a student to have an opportunity for exposure and early experience within the organization, but it also can provide the student with financial opportunities, networking opportunities, and professional development activities that may be otherwise unavailable. As a student member in a professional organization, you may be eligible for scholarships that will enable you to enhance your professional career as an Athletic Trainer and health care professional.

Joining these organizations, can be excellent ways to get started professional organizations. Successful professionals often have begun their successful journeys as members of professional organizations.

Organizations and Websites

National Athletic Trainers' Association (NATA)	www.nata.org
Eastern Athletic Trainers' Association, Inc. (EATA)	www.goeata.org
Pennsylvania Athletic Trainers' Society, Inc. (PATs)	www.gopats.org



National Athletic Trainers' Association

The National Athletic Trainers' Association, Inc. was formed in 1950 and has grown tremendously over the past several years. The organization has established a Code of Ethics for all members, elevated educational and professional standards, advanced the athletic training profession, and obtained recognition by the American Medical Association of Athletic Trainers as clinicians in allied health. The NATA publishes a quarterly professional journal, the *Journal of Athletic Training*, and a monthly newsletter, *NATA News* for its members. The NATA also holds an annual symposium and regional educational forums where members have the opportunity to keep abreast of new developments in the profession and exchange ideas. The organization is constantly working to improve both the quality and status of Athletic Training in the United States and abroad. Scholarships are available yearly through the NATA Research and Education Foundation, to qualified **student members** of the NATA. Over \$1,000,000 in scholarships has been given to athletic training students over the past several years. More information on these scholarships can be obtained at the organization's web site. Membership applications are at www.nata.org



Eastern Athletic Trainers' Association, Inc (EATA)

The Eastern Athletic Trainers' Association was first formed in January 1949. Today, the EATA serves as an umbrella organization that encompasses all of NATA Districts I and II. All NATA members who reside within these geographic boundaries are automatically members of the EATA. There are no dues required for being an EATA member. The EATA has continued to grow and holds a joint district meeting on an annual basis. Through the EATA, District I and II also provide for student scholarships and support research in the field of Athletic Training. Further information may be obtained at www.goeata.org



Pennsylvania Athletic Trainers' Society, Inc. (PATs)

The Pennsylvania Athletic Trainers' Society, Inc. was inaugurated in 1976. Today, there are over 3500 members of PATs, and the organization continues to grow. An annual symposium and clinical meeting gathers Pennsylvania's Athletic Trainers together for educational and social opportunities. The Society strives to further the professional ability of members through education, provide opportunities for the exchange of ideas with other health professionals, and contribute to the profession of Athletic Training within the Commonwealth. PATs also offers several \$2,000 academic scholarships to student members of the organization. You also would be eligible for the Southwest PATs River Run Scholarship that is offered in addition to the regular PATs scholarships. These scholarships are **only available to student members** of PATs. More information on becoming a student member and these scholarships can be obtained at the organization's web site. Membership applications are available at www.gopats.org. If you become an NATA member, you automatically become a member of PATs, but you also can be a member of PATs and not a member of the NATA.

Clinical Education

Overview

Clinical education is designed to present students with opportunities to practice and apply the knowledge and skills gained in the classroom in carefully selected and supervised practical situations. To be a successful healthcare practitioner, it is essential that students take every opportunity to practice and refine their skills during clinical education. There also are specific requirements, as mandated by the CAATE and the BOC that students must achieve as part of those experiences. Furthermore, students must pass all clinical evaluative measures to graduate from the MSAT program.

The Clinical Education Coordinator (CEC), in conjunction with program faculty, determines clinical assignments; it is the faculty's goal to provide all students with similar yet comprehensive experiences and opportunities. All students are given opportunities to experience several practice settings (i.e. traditional and non-traditional athletic training settings), while gaining exposure to conditions that affect varying patients throughout the lifespan, of socioeconomic statuses, and of varying levels of activity and physical ability. Through clinical education, students develop and are evaluated by the athletic training faculty and approved clinical Preceptors on specific cognitive knowledge and psychomotor clinical skills that align with the 5 Domains of Athletic Training and are delineated by level of student.

The 5 domains are:

1. Injury and illness prevention and wellness promotion
2. Examination, assessment and diagnosis
3. Immediate and emergency care
4. Therapeutic intervention
5. Health care administration and professional responsibility

Eventually, as the student progresses, they will develop and refine the ability to make clinical decisions while under the direct supervision of a Preceptor.

Athletic Training Education Clinical Education Plan

During the first semester in the program, the CEC will develop a clinical progression plan for each student. The CEC's goal is to assign each student to a clinical assignment that will increase exposure where the student can use the skills they have learned in their courses to show clinical skill proficiency in "real-life" experiences.

At its core, clinical education experiences are assigned based on the student progression through three specific phases: Beginner (1st year, Fall Semester), Pre-professional student (1st year, Spring and Summer Semesters), and Professional student (2nd year, Fall and Spring Semesters).

Beginner level students will be assigned clinical hours by the CEC to allow the student the opportunity to gain a diverse understanding of the profession. The beginner level students will be required to adhere to the CEC's plan of progression in order to efficiently and effectively utilize skills learned in the didactic courses.

Pre-professional level students continue to build from the beginner level phase. However, the pre-professional students will have gained additional knowledge and skill development to provide added hands-on experiences.

Professional level students are assigned to clinical immersion education experiences that align with specific criteria set forth by the CAATE as well as the student's interest. The student will have the opportunity to request clinical experiences, however, discretion will be used by the CEC to ensure the student remains on track to graduate.

The number of students assigned to a Preceptor depends upon the Preceptor's clinical site, location for medical treatment, the number of patient interactions per week, and the likelihood of injury management and care with patients. The ratio of Preceptor to ATS will not exceed 1:8.

In addition to assigned clinical experiences, the student will also be required to complete off-site interprofessional experience requirements with various healthcare professionals (recognized by the American Medical Association). These requirements are specified in each clinical experience course.

General Clinical Roles and Responsibilities

Beginner Level Student: (1st year Fall Semester)

The Beginner Level student will create a knowledge base through didactic course work and practice skill development in guided practical experiences both within the classroom and at assigned clinical experiences. These experiences will be guided by their Preceptors and Faculty of the MSAT program. The student is encouraged to take advantage of every learning opportunity that arises during class and clinical experiences.

Beginner Level student experiences will involve instruction and evaluation of fundamental athletic training skills specific to the transition from a Beginner-Level student to a Pre-Professional Level student. These experiences will consist of a minimum of 3 days or approximately 7-15 hours per week at the student's assigned clinical education site. Additionally, each student will be assigned to interprofessional clinical experiences, by the CEC, which is relevant to the clinical course the student is currently enrolled in. It is the responsibility of the student to communicate with their assigned Preceptor to develop a schedule that is conducive to the student's academic schedule and an effective learning experience. Should a student struggle with maintaining the high level of professionalism in the clinical setting and/or struggle with balancing clinical experiences with didactic requirements, the student should discuss this with the Preceptor, CEC, and PD.

Pre-Professional Level Student: (1st year Spring and Summer Semesters)

The Pre-Professional Level student will continue to increase their knowledge and skill base while gaining additional responsibility to practice and/or assist with tasks that are closely supervised by a Preceptor. Pre-Professional Level students will perform skills with guided critical thinking to enhance their understanding of evidence-based and patient-based practices.

Pre-Professional Level student experiences will involve less instruction but increased evaluation of athletic training skills specific to the transition from a Pre-Professional Level student to a Professional Level student. These experiences will consist of a minimum of 4 to 5 days or approximately 11-23 hours a week at the student's assigned clinical education site. Additionally, each student will be assigned to interprofessional clinical experiences, by the CEC, which is relevant to the clinical course the student is currently enrolled in. It is the responsibility of the student to communicate with their assigned Preceptor to develop a schedule that is conducive to the student's academic schedule and an effective learning experience. Should a student struggle with maintaining the high level of professionalism in the clinical setting and/or struggle with balancing clinical experiences with didactic requirements, the student should discuss this with the Preceptor, CEC, and PD.

Professional Level Student: (2nd year Fall and Spring Semesters)

Professional Level students will engage in immersive clinical educational experiences focused on advanced skill application and integration under the direct supervision of a Preceptor. The focus of the immersive experience is to have the student experience the daily life of the Preceptor in their environment. During the immersive clinical experiences, the student will have the opportunity to demonstrate integrated knowledge, skills, and abilities specific to the didactic coursework previously completed. These clinical assignments are to prepare the student for clinical responsibilities and decision-making skills that will be used with guided autonomy as often as possible. Each student as the authority to select their immersion experience, in consultation and guidance with the CEC that is based on the student's career goals and the type of clinical exposure the immersion experience provides.

Professional Level student experiences will consist of a minimum of 4 to 6 days or approximately 19-30 hours a week at the student's assigned clinical education site. It is the responsibility of the student to communicate with their assigned Preceptor to develop a schedule that is conducive to the student's academic schedule and an effective learning experience. Should a student struggle with maintaining the high level of professionalism in the clinical setting and/or struggle with balancing clinical experiences with didactic requirements, the student should discuss this with the Preceptor, CEC, and PD.

Clinical Education Experience Settings

During their clinical education, each student will be assigned to a Preceptor who will guide the educational process for the student to meet the demands needed to graduate from Waynesburg University's MSAT program. The clinical experience settings listed below provide exposure to the many roles and responsibilities of Certified Athletic Trainers and other healthcare providers who work in various traditional and non-traditional athletic training environments. The CEC will ensure all students meet all requirements, as mandated by CAATE and the BOC that students must achieve as part of those experiences prior to graduation.

Each student will have the opportunity to develop specific skills in any of the following settings:

- The CAATE requires students to experience certain criteria before graduation can be obtained:
 - Of Different Sexes:
 - Male
 - Female

- Throughout the Lifespan
- Differing Socioeconomic Statuses
- Non-Sport Populations
- Varying Levels of Activity and Athletic Ability
 - Must have at least two of the following:
 - Competitive or Recreational
 - Individual
 - Team

Examples of clinical education experiences ATSS would experience:

- Traditional:
 - University Football
 - University Men's Lacrosse
 - University Women's Lacrosse
 - University Soccer
 - University Wrestling
 - University Basketball
 - University Baseball
 - University Softball
 - University Volleyball
 - University Track & Field
 - High School Fall Sports
 - High School Winter Sports
 - High School Spring Sports
 - Professional Sports
- Non-traditional:
 - Ballot
 - Police/Fire Departments
 - Industrial settings
- Interprofessional:
 - Emergency Management Services (EMS)
 - Hospital (Clinical, Emergency, Non-Emergency)
 - Physician Offices
 - Rehabilitation Clinics
 - Strength & Conditioning – University or affiliated strength coach/exercise physiologist
 - University Health Centers

Clinical Preceptor and Traditional Clinical Site Information

A Preceptor is the person designated by the Clinical Affiliate and approved by the MSAT program at Waynesburg University to educate students in the clinical setting. In return for assistance with the daily athletic training services provided by the students, the Preceptor provides mentorship, education, advice, and guidance to those Waynesburg University MSAT student(s) with whom he/she has agreed to work. A Preceptor, who will be trained by the Waynesburg University MSAT program, is expected to maintain current knowledge and practice

as an Athletic Trainer and to re-enforce the information taught within the academic program. Students assigned to a Preceptor must be directly supervised by the assigned BOC Certified Athletic Trainer at all times and may not be used to replace or take the position of a Certified Athletic Trainer at any time.

Preceptor Approval:

For an individual to be approved as a Preceptor with the MSAT program, the individual must show proof they are a qualified healthcare provider (example: MD, ATC) with active status of their credentials (Certification and/or Licensure). The healthcare provider is also required to be available to attend all mandatory Preceptor training sessions and agree to the following responsibilities:

- a. Ensure constant contact and supervision, as well as daily informal educational sessions, with assigned student(s). During that contact, the Preceptor will discuss with the student(s) conditions injuries and or illnesses that may affect the patient(s) and inform the student(s) of their progress and/or concerns.
- b. Ensure that availability to intervene at all times on behalf of both the student(s) and the patient(s) as part of the Preceptor's direct supervision requirements.
- c. Ensure that the student(s) has appropriate and equitable access to equipment and facilities during their clinical experience.
- d. Conduct regularly scheduled weekly educational sessions with the student under the Preceptor's supervision.
- e. Be available and share with the assigned student(s) the emergency action plan and blood borne pathogens exposure plan for the Preceptor's clinical site, as well as any appropriate information and updates on the patient(s) with whom they are working.
- f. Evaluate the student(s) on the knowledge, skills and abilities encompassed in the appropriate clinical experience course evaluation and discuss findings with the student(s) prior to forwarding the evaluation(s) to the MSAT program at the designated time.
- g. Understand that the MSAT program and the Preceptor will determine student(s) clinical responsibilities, attire, behavior, demeanor, patient contact hours, and activities
- h. Comply with all laws, rules, and guidelines found in the Waynesburg University MSAT Program Manual and the NATA Code of Ethics.
- i. Understand that the Preceptor must attend, as frequently as possible, the annual Preceptor Training held during the summer term. Topics such as curricular issues, clinical teaching methods, and current relevant topics will be discussed; CEU's are provided. Preceptor Training is required of all Preceptors involved with affiliated clinical experience placement.

Policy for Preceptor Dismissal:

For an individual to be dismissed as a Preceptor affiliated with the MSAT program, the CEC will take a three-step approach. If the Preceptor does not remediate their behavior or issue following the three-step approach, then the Preceptor will be removed immediately from the program and the student will be re-assigned accordingly. The three-step approach includes:

Step 1: A one-on-one meeting with the Preceptor and CEC will occur on the first available day following the confirmed report of an incidence/issue/complaint.

Step 2: Following a confirmed second reported incidence/issue/complaint, the CEC will conduct a meeting with the Preceptor, PD, and Preceptor's immediate supervisor to discuss the report and remediation plan will be implemented including an online preceptor training in-service.

Step 3: Following a confirmed third reported incidence/issue/complaint, the CEC will conduct a meeting with the Preceptor, PD, and Preceptor's immediate supervisor to discuss the report and to terminate affiliation with the Preceptor.

**Disclaimer: At any time, a Preceptor has violated the Athletic Training Code of Conduct, including but not limited to sexual harassment, inappropriate touching, or bullying, the student will be immediately removed from the clinical site and the Preceptor's affiliation with the MSAT program will be terminated indefinitely.*

Policy for Clinical Placement Site Approval:

To be considered an acceptable traditional clinical site for the MSAT program, the site must have available the following equipment, facility, and personnel:

1. At least one BOC Certified Athletic Trainer or licensed healthcare provider is on-site for every eight (8) students being supervised during the clinical education experience.
2. Emergency equipment, an available emergency action plan for all athletic facilities, and a blood borne pathogens exposure plan as deemed appropriate for the type of clinical site.
 - a. Such items may include backboard, splints (vacuum or air), blood pressure cuff, and stethoscope.
3. Standard Operating Procedures signed and approved by designated team physician or medical director.
4. Direct access to a telephone or other readily accessible communication device.
5. System and proper storage of documentation of medical records (i.e. SOAP, Daily Injury Log, or Computer Access Program).
6. Therapeutic Modalities - Superficial Heat and Cold (minimum).
7. All electrical modalities and other electrical equipment must have current (annual) inspection by qualified electrician or electrical engineer, and all appropriate therapeutic modalities must be calibrated annually by a qualified technician.
8. Adequate space in the facility, including hydrotherapy and treatment area, to allow for student instruction as well as clinical care.
9. Established and maintained Universal Precautions, appropriate removal of contaminated waste, and compliance with OSHA standards.
10. Availability of running water for proper hand washing and cleaning.
11. All electrical equipment near water or utilizing water, must be plugged into a GFI.
12. Approval by appropriate administrator(s) for affiliation agreement with Waynesburg University MSAT program

Interprofessional Clinical Instructors Clinical Sites

An Interprofessional Clinical Instructor (ICI) is the person designated by the Clinical Affiliate and approved by the MSAT program at Waynesburg University to educate students in an interprofessional practice setting. The purpose of the ICI clinical sites is to expose students to additional healthcare settings and to practice and collaborate with other healthcare and wellness professionals. Students assigned to an ICI must be directly supervised by the assigned ICI at all times and may not be used to replace or take the position of a health care professional at any time.

ICI Approval:

For an individual to be approved as an ICI with the MSAT program, the individual must show proof they are a qualified healthcare provider (example: MD, PT, OT, EMT) with active status of their credentials (Certification and/or Licensure) and agree to the following responsibilities:

- a. Ensure constant contact and supervision at all times with assigned student(s). During that contact, the ICI will discuss with the student(s) conditions injuries and or illnesses that may affect the patient(s) and inform the student(s) of their progress and/or concerns.
- b. Ensure that availability to intervene at all times on behalf of both the student(s) and the patient(s) as part of the ICI's direct supervision requirements.
- c. Ensure that the student(s) has appropriate and equitable access to equipment and facilities during their interprofessional experience.
- d. Be available and share with the assigned student(s) the emergency action plan and blood borne pathogens exposure plan for the ICI's clinical site, as well as any appropriate information and updates on the patient(s) with whom they are working.
- e. Understand that the MSAT program and the ICI will determine student(s) clinical responsibilities, attire, behavior, demeanor, patient contact hours, and activities.
- f. Comply with all laws, rules, and guidelines found in the Waynesburg University MSAT Program Manual and those attached to the ICI's credentials (Certification and/or Licensure).

Policy for ICI Dismissal:

For an individual to be dismissed as an ICI affiliated with the MSAT program, the CEC will take a three-step approach. If the ICI does not remediate their behavior or issue following the three-step approach, then the ICI will be removed immediately from the program and the student will be re-assigned accordingly. The three-step approach includes:

Step 1: A one-on-one meeting with the ICI and CEC will occur on the first available day following the confirmed report of an incidence/issue/complaint.

Step 2: Following a confirmed second reported incidence/issue/complaint, the CEC will conduct a meeting with the ICI, PD, and ICI's immediate supervisor to discuss the report and remediation plan will be implemented including an online preceptor training in-service.

Step 3: Following a confirmed third reported incidence/issue/complaint, the CEC will conduct a meeting with the ICI, PD, and ICI's immediate supervisor to discuss the report and to terminate affiliation with the ICI.

**Disclaimer: At any time, an ICI has violated the appropriate Code of Conduct, including but not limited to sexual harassment, inappropriate touching, or bullying, the student will be immediately removed from the interprofessional experience and the ICI's affiliation with the MSAT program will be terminated indefinitely.*

Policy for Interprofessional Clinical Site Approval

To be considered an acceptable non-traditional clinical site for the MSAT program, the site must have available the following equipment, facility, and personnel:

1. At least one licensed healthcare provider is on-site for every eight (8) students being supervised during the clinical education experience.
2. Emergency equipment, an available emergency action plan for all medical facilities, and a blood borne pathogens exposure plan as deemed appropriate for the type of clinical site.
 - a. Such items may include backboard, splints (vacuum or air), blood pressure cuff, and stethoscope.
3. Direct access to a telephone or other readily accessible communication device.
4. System and proper storage of documentation of medical records.
5. Adequate space appropriate for the interprofessional experience to allow for student instruction as well as clinical care.
6. Established and maintained Universal Precautions, appropriate removal of contaminated waste, and compliance with OSHA standards.
7. Availability of running water for proper hand washing and cleaning.
8. All electrical equipment near water or utilizing water, must be plugged into a GFI.
9. Approval by appropriate administrator(s) for affiliation agreement with Waynesburg University MSAT program

Attendance Policy

Students should be on a full-time and regular attendance, which will afford the opportunity to repeatedly apply and develop clinical skills. To gain more experience and achieve better practical skills, students are encouraged to participate in their clinical affiliations regarding every opportunity. If an absence must occur, the student must inform their assigned Preceptor/ICI. Failure to notify of an absence will result in a conference between the student and the CEC. This deficient behavior will result in a disciplinary action. Clinical hours completed prior to the start of the semester (e.g., pre-season hours) will count toward the total accumulation of the semester's clinical hour's requirement. Each student is obligated to continue completing clinical hours at their assigned clinical site each week of the semester, regardless of the total accumulated hours. Failure to attend your clinical site on a weekly basis until the end of the semester will be seen as a dereliction of responsibility and unprofessional behavior resulting in a failing grade for the clinical class. Each student is expected to experience no less than 2 weekends per months as weekend responsibilities are generally probable in traditional athletic medicine.

Hours will be tracked via ATrack. Each student will record their daily hours at the clinical site and submit them for verification from the Preceptor. Each Preceptor will be responsible for verifying, modifying, or deleting hours logged in ATrack. The CEC will coordinate with Preceptors to ensure verification is being completed. The

student will have three (3) days **MAXIMUM** to enter hours (3 days at a time). Failure to log hours within the three (3) day window will result in forfeiture of the hours.

Although there are a minimum number of hours in place, students are expected to communicate with their Preceptors regarding their attendance/absence and any conflicts that arise during the semester. It is the primary responsibility of the student to plan and communicate with their Preceptors to ensure that they meet **AT LEAST** the minimum total number of hours required per semester. Students are also required to have at minimum one (1) day off per week during all of their clinical experiences. Students are expected to log a minimum total hours per semester according to their rank in the program:

Rank	Min Hours	Max Hours
1 st year (Fall)	100 hours total	200 hours total
1 st year (Spring)	150 hours total	300 hours total
2 nd year (Fall)	300 hours total	400 hours total
2 nd year (Spring)	250 hours total	400 hours total
Total	800 hours total	1300 hours total

With 13 total weeks in the semester (**NOT INCLUDING SEMESTER BREAKS OR HOLIDAY BREAKS**) the average **RECOMMENDED** weekly hours needed to stay on track per semester to meet the total is:

Rank	Min Total Hours	Max Total Hours
1 st year (Fall)	7.7 hours/week	15.4 hours/week
1 st year (Spring)	11.5 hours/week	23.1 hours/week
2 nd year (Fall)	23 hours/week	30.8 hours/week
2 nd year (Spring)	19.2 hours/week	30.8 hours/week

Although not required, but **HIGHLY RECOMMENDED, there is opportunity for hours to be obtained during semester and holiday breaks if the student chooses**

Students are expected to obtain between 800 and 1300 clinical hours during the educational progression within the MSAT program. Students must complete at least 50% of the minimal clinical hour requirement per semester by mid-semester (based on what is logged on Atrack) to avoid a one (1) letter drop (i.e. B to C) in their final grade in the associated clinical education course. This is to avoid students from getting behind on their clinical hour requirement for the semester. Additionally, if a student completes the minimal hour requirement prior to the end of the semester continued clinical attendance is required, limited, but required.

Moreover, students failing to meet the total minimum hours (based on what is logged on Atrack) by the end of the semester will automatically **FAIL** the associated clinical education course and will not be allowed to progress in their clinical education. This will delay a student's progression in the program by one (1) academic year and will delay graduation. Therefore, students must be diligent about logging and keeping track of hours individually to ensure success in the MSAT program.

Clinical Education and Supervision Requirements

Documentation:

Students are required to become a member of ATrack at the start of the MSAT program. This will enable the student to document their clinical hours, on ATrack, for the purpose of tracking the amount of time spent completing clinical experiences. The student will document only supervised (by Preceptor) clinical education hours. The CEC has developed a strategy to monitor clinical hours throughout each semester to ensure students are adequately progressing through the clinical required experiences.

If the student has difficulty completing course work or studying for classes, the student should discuss this with the Preceptor, CEC, and PD and modify a clinical experience schedule as necessary. Communication with the Preceptor during any clinical experience is necessary to allow for a beneficial educational experience for the student.

Direct Supervision:

Direct Supervision means constant visual and auditory interaction between the student and the Preceptor. The Preceptor shall be always physically present to intervene immediately on behalf of the individual being treated. Students must have daily personal and verbal contact with their assigned Preceptor. During that contact, the Preceptor and the students should discuss conditions, which may affect patients, injuries, and illnesses. Some form of educational instruction should be included in all discussions.

Should an incident occur that may require the Preceptor to leave a student unsupervised for a very brief period of time (e.g. called to another part of the facility, natural break), the student may remove themselves from the clinical situation until the Preceptor returns or the student may function voluntarily, for no more than 15 minutes of time, as a First Aider until the Clinical Preceptor returns or the 15 minutes of time has expired.

Definition of a First Aider:

No student is to assume the role of a Certified Athletic Trainer. The student is only able to render care under the direct supervision of the Preceptor. No student will travel with an athletic team without a Preceptor affiliated with the Waynesburg University MSAT program being present at the event to supervise the student. This includes giving advice to patients while not supervised (i.e. in a residence hall, dining hall or other area). The student should refer all patients with questions or concerns about potential injuries to the Preceptor who is responsible for directing their care.

However, the student is allowed to render first aid and CPR as a First Aider if they maintain a current Professional Rescuer and First Aid certification through the American Red Cross or American Heart Association. A First Aider may stabilize, provide immediate first aid, CPR and summon assistance when an injury occurs. A First Aider may not evaluate, treat, or decide on an injury. **A student may not be required to function as a First Aider. No student, functioning as a First Aider, may make medical decisions beyond first aid and emergency care.**

First Aider situations are entirely voluntary, and a student has the right and ability to choose not to function as a First Aider. If a student chooses to function as a first aider, that student may not utilize any Athletic Training skills and must not exceed the First Aid responsibilities outlined by their Professional Rescuer and First Aid certification.

Clinical Education Evaluations:

As part of the MSAT program's clinical education courses, clinical education performance evaluations will be completed during the semester and included as part of the course grade for the respective clinical experience. Preceptors will complete an evaluation on each student for the clinical

experience that is concurrent with the student's course level. Students are evaluated two (2) times per semester (fall: end of October (midterm), and at the end of the semester; spring: end of March (Midterm), and at the end of the semester). These specific dates will be included in the athletic training clinical education syllabi. This assessment will give the student constructive feedback for improvement in professional preparation. The Preceptor will rate the student on athletic training skills, clinical proficiency, and dispositions, foundational behaviors for professional practice, and overall performance during the supervised clinical experience. A one-on-one meeting between the Preceptor and the student will be scheduled near the due dates of each evaluation to discuss the student's performance and goals. However, it is encouraged for the Preceptor and the student to have continued communication regarding the student's performance during the entire clinical experience. The following evaluations are utilized:

Clinical Reflective Journal (CRJ):

Student Outcomes (formative): The formative assessment was created to determine how you, as the student, are progressing through learning goal (clinical outcomes). Students are responsible for journaling 2 experiences for every outcome; the journal experience will be graded as proficient or not. If your preceptor indicates that you are not proficient with the said outcome (2nd experience journaled) a remediation will be activated. Every outcome is able to be assessed throughout the semester, when you journal your experiences, your preceptor has access and ability to grade the outcome – no need to wait until midterm or final to grade 'outcomes'.

Guiding Clinical Reflection Questions:

Short narrations that direct students to review their performance during skill experiences (and the instructor's feedback) with an eye toward developing their future learning as clinicians and life learners. Review the following inquiries:

1. **Observation:** What I grasped during clinical experience that resonates with what I have learned previously?
 - a. Having students reflect on how they prepared for clinical and what they observed forces them to confront the choices, explicit or implicit, they make prior to and during their experience. This prompts students to consider issues such as whether they are studying enough or comprehending what they are observing. As such, when a student reflects on study strategies they employed (e.g., reviewing notes, solving practice problems, rereading the textbook, observation) highlights that there are many options they could have taken or new possibilities for how they might prepare differently next time.
2. **Intervention:** What hands-on activities I performed during clinical experience?
 - a. This question provides a way for students to demonstrate not only what they know, but also how it relates to and compliments the overall knowledge base, how they understand themselves as clinicians in the clinical environment, and their methods of assessment and analysis, as they relate to evidence-based practice.
3. Were there protocol/procedures that I have questions about?
 - a. The second set of questions posed in the CRJs are designed to encourage students to analyze their performance in greater depth, one way to do this is to identify the critical components or stages of skill application

and have students estimate their degree of difficulty. For example, have you not been introduced to the procedure/protocol, did you have trouble "connecting" what you were taught during class and transferring this skill into clinical practice", do you fail to understand the concepts involved, or were you able to provide a subset of skills that were of value to foundational skill knowledge? *Focusing students' reflection at this level informs their analysis of their own performance. Moreover, the labels for the different possibilities provide a concrete language for students to use when assessing their own performance*

4. What areas do I need to strengthen to progress with skill application &/or critical thinking?
 - a. Students can use their responses to the first and second CRJ questions to think about how they should approach their next time at clinical. A key goal of the last question is to help students see the association between their study choices, observation/application and their own performance so they can better predict their area of concern and what study strategies will be effective in the future. One way to do this is to ask students to look back at their responses to the first three parts of the wrapper and then to list how they might prepare differently for the next clinical experience to improve their performance. Another option is to prompt students to attribute their various difficulties from clinical thus asking students to give their future selves advice.

***Students must receive a cumulative of 70% or better to advance to their next clinical education rotation*

Midterm & Final Grade:

Students are responsible for writing a summative self-assessment of clinical experiences both midterm and final. Students must receive a B- or better from their preceptor to advance to their next clinical rotation (summative) assess a student's mastery of a topic after instruction (semester clinical experience).

Object of Midterm & Final Reflection:

What learning experience to reflect on? This is your summative self-assessment that can be anything about your clinical learning experiences during the semester. The emphasis should be on quality rather than quantity, on regularity rather than frequency. There are no rules in how to write the best summative self-assessment midterm or final reflection, but there are certain things that might be useful to consider when you write about your clinical experiences.

Metacognitive Reflection:

The backbone of a reflective thinker is a sequence of metacognitive reflections – the awareness of one's learning experience, the evaluation of the experience, and the regulation of one's attitude and behavior for better performance and more fruitful experience. They are elements of one's metacognitive abilities that enable one to become better than oneself, i.e. to grow, and reflection is the mediating process essential to the development and

operation of these abilities. Therefore, it is recommendable that when you write your own experiences, bear in mind sequence of metacognitive reflections so that your document may guide your preceptor towards how you developed as independent, reflective learner.

1. Awareness of one's learning experience

Awareness of the current state is a necessary prerequisite of any conscious improvement. Students often do their study without knowing much about their current state of learning (e.g. how they learn, why they learn, etc.). This reflective learning journal is a good place for you to start noticing what you have learned during your clinical experience.

2. Evaluation of the Experience

Between being aware of one's learning experience and taking steps to do better is a stage where judgements must be made. An evaluation of the current state identifies problems and creates a felt need for change. For example, a prompt question "Do I understand what I have learnt". (E.g. evaluate your skill acquisition, proficiency of skill outcome etc.)

3. Regulation of one's attitude and behavior

Knowing how one is doing does not lead to improvement unless one is willing to make some adjustments accordingly. This is where remedies are generated and alternatives considered - writing the plans down helps you commit to doing them (e.g. future goals, area of improvement etc.)

Clinical Site and Preceptor Evaluations:

Clinical Site and Preceptor evaluations are to be completed by the student assigned at the end of each clinical experience. This evaluation tool allows the student to evaluate the Clinical Site and the Preceptor by whom they were supervised

Grading Scale:

Midterm & Final Rubric

Remedial (0-69): Observations and evidence indicate that the student does not have the necessary knowledge, skills or behaviors necessary for a developing athletic trainer at this time. Prerequisites necessary for continued growth do not seem to be in place. The student requires close direct clinical supervision greater than 75% of the time managing patients with simple conditions, and 100% of the time managing patients with complex conditions.

Emerging (70-79): Observations and evidence indicate that professional knowledge, skills and behaviors are beginning to develop. The student does not appear to fully understand underlying concepts. The student requires close direct clinical supervision less than 50% of the time managing patients with simple conditions, and more than 50% of the time managing patients with complex conditions. The needed prerequisites are in place for continued growth, but the student needs to work on fundamental skills with support of the preceptor in order to improve.

Intermediate (80-89): Observations and evidence indicate that professional knowledge, skills and behaviors have emerged, but performance is limited in scope, consistency, and/or application. The student understands underlying concepts and is able to perform skills but does not consistently display clinical reasoning skills and the knowledge of when, how, and why to utilize different approaches when making decisions. The student requires close direct clinical supervision less than 25% of the time managing patients with semi-complex conditions and is independent managing patients with simple conditions. Continued improvement is expected with appropriate preceptor support and direction.

Advanced (90-100): Observations and evidence indicate that professional knowledge, skills and behaviors have developed. The student has fostered a philosophy of total patient care. The student clearly understands underlying concepts, utilizes critical thinking skills, and understands when, how, and why to utilize different approaches in the clinic. The student can adequately articulate and defend their clinical decisions and uses reflective practice to improve. The student displays appropriate supervised autonomy with skill application and decision making.

Skill Outcome Rubric (CRJ's):

Non-proficient (NP): Observations and evidence indicate that the student does not have the necessary knowledge, skills or behaviors necessary for proficiency in this outcome. The student requires close direct clinical supervision greater than 75% of the time when performing tasks related to this outcome.

Emerging (NP): Observations and evidence indicate that professional knowledge, skills and behaviors are beginning to develop in this outcome area. The student requires close direct clinical supervision 50% of the time when performing tasks related to this outcome. Prerequisites are in place for continued growth, but the student needs to work on fundamental skills with support of the preceptor in order to improve.

Proficient (P): Observations and evidence indicate that professional knowledge, skills and behaviors have emerged, but performance is limited in scope, consistency, and/or application related to this outcome. The student understands underlying concepts and is able to perform skills but does not consistently display clinical reasoning skills and the knowledge of when, how, and why to utilize different approaches when making decisions relative to this outcome area. The student requires close direct clinical supervision 25% of the time when performing tasks related to this outcome area. Continued improvement is expected with appropriate preceptor support and direction.

Advanced (P): Observations and evidence indicate that professional knowledge, skills and behaviors have developed related to this outcome. The student clearly understands underlying concepts, utilizes critical thinking skills, and understands when, how, and why to utilize different approaches in the clinic related to this outcome area. The student displays appropriate supervised autonomy with skill application and decision making.

Commitment to Clinical Education:

Athletic Training can be very rewarding, but it often requires the sacrifice of personal time. Students will be required to spend many hours per week and per semester participating in their clinical assignment, working with their Preceptors to develop their skill applications. This may sometimes include weekends and holidays. Although student's involvement in the clinical education may seem like a work experience, its main purpose is to expose students to the Athletic Training profession in the "real-life" setting and provide an optimal educational experience and patient care. As practice does make perfect, each student should think of the time at their clinical assignment as additional opportunities to practice skills and techniques. The following examples are voluntary but are highly encouraged for professional preparation and further allow students to demonstrate his/her commitment and dedication to the MSAT program and their education:

1. Preceptors covering fall sports will ask each student to return for pre-season camp in August to assist with medical coverage. Students will be notified between May and July when they are to return for pre-season camp.
2. Each student assigned to Preceptors with fall sports are encouraged to be present for practices and games during fall break.
3. Each student assigned to Preceptors with winter sports are encouraged to be present for practices and games during Winter break.
4. Each student assigned to Preceptors with spring sports are encouraged to be present for practices and games during Spring break.
5. Any student may be asked to interact with prospective students when they are visiting campus. The student can share their educational experience with the visiting student and be an advocate for the MSAT program and Athletic Training profession.

Participation in Intercollegiate Athletics:

The rigors of both academic preparation and athletic participation require superior communication skills, immense time management skills, and professionalism. Successfully combining athletic participation with an athletic training education can be accomplished, but it may be difficult to successfully service both adequately. Should a student have eligibility remaining, permission may be granted by the PD and CEC during the 1st year within the MSAT program. However, due to the demands of the clinical immersion experience within the MSAT program during the 2nd year of the program, athletic participation is discouraged.

Continued progression within the MSAT program as a student-athlete will be determined on an individual basis. A student may participate in intercollegiate athletics, provided **ALL** of the following criteria are continually met:

- a. The student may participate in **one (1) sport season during**. During the off-season, athletic preparation must take place during the student's personal time and all MSAT program responsibilities will take priority.
- b. A student who participates in intercollegiate sports at Waynesburg University is responsible to schedule a meeting with their assigned Preceptor at the beginning of the semester to determine a schedule that includes enough time per week to meet the total hour requirements. This practice will assist the student in ensuring they have appropriate and sufficient clinical experiences during their respective sport season. **A student completing ONLY the minimum requirements for clinical education**

WILL struggle to fully develop. It is HIGHLY ENCOURAGED that the student engages ABOVE the minimum requirements.

- c. All clinical education requirements must be completed concurrently while the student is participating as an intercollegiate student-athlete.
- d. If the student does not maintain the minimum standards to remain in the MSAT program, or is placed on probation for any reason, the student will be strongly encouraged to reconsider their participation in intercollegiate athletics.
- e. For the purpose of a season, the following definitions will be used:
 - a. *Fall*: August through October, possibly into early November
 - b. *Winter*: Mid-October through February
 - c. *Spring*: March through May

Employment:

Maintaining an outside job while pursuing a master's degree in Athletic Training may be very difficult. It should be noted that the Athletic Training Faculty strongly discourages outside employment during professional preparation. Each student is asked to maintain a minimum GPA, complete clinical experiences on- and off-campus, and be responsible for earning a minimum grade of "C" or better in all required courses. This rigorous schedule will not leave much free time. If the student feels a job is necessary, the Athletic Training Faculty cannot prohibit the student from working. However, if employment interferes with the professional preparation and clinical experiences, a meeting will be scheduled with the PD to discuss other options.

Legal Liability:

Every student should be aware that lawsuits are increasingly common in the Athletic Training setting. To minimize the chances of becoming involved in a lawsuit, each student must be supervised when interacting with a patient. Most importantly, a student must know their own professional limitations and practice within those limitations. It is far better to say "I don't know, but I can find out", rather than to try to do something the student has not yet been trained to do. The simplest ways to avoid litigation is to be knowledgeable, use common sense, makes sure a student's assigned Preceptor is always present, and ask for assistance when necessary.

Waynesburg University holds a Professional Liability Occurrence Insurance Policy for each student. Students are charged an additional fee for this insurance policy that is calculated and billed with tuition. It is also recommended that students purchase personal liability insurance as an additional blanket policy if they so choose. Please schedule a meeting with MSAT program faculty to discuss potential options if interested.

Clinical Disciplinary Action

Probation Suspension and Dismissal:

Students may be placed on remediation, probation, suspended, or dismissed from the MSAT program if they fail to maintain satisfactory progress in the program or disrupt their clinical site experience. Satisfactory progress and the resulting consequences of failing to maintain satisfactory progress are as follows:

Situation/Scenario	Consequence/Action
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A student receives ‘not proficient’ on a CRJ outcome.	The student will remediate the clinical outcome in the next clinical experience.
A student fails to record adequate hours within an academic semester as assigned by the CEC	The student is placed on probation for one academic semester. This may or may not affect academic progression within the program (depends on level of offense)
A student violates the code of ethics, creates an unprofessional setting/environment, or violates a Waynesburg University policy	The student may be placed on probation or dismissed from the program. Each case will be reviewed by the MSAT program Faculty.
A student receives a grade below a “C” in a clinical education course.	The student is placed on probation and must retake the clinical course the following year.
A student who is on probation fails to improve his/her performance during the designated time frame.	The student will be dismissed from the program.

Probation is imparted on students who fail to meet appropriate clinical or professional standards of the MSAT program. The probationary period serves as a monitoring and remediation period for the student as well as a warning to students that they must improve their performance to remain in the program. The MSAT program will follow a one (1) strike and done policy for each probationary category (Hours and Behaviors). The following helps define probation:

1. First offense related to hours:

a. The student...

- i. is restricted from any travel with teams.
- ii. must meet with their assigned Preceptor and CEC to discuss lack of attendance.
- iii. may be restricted from game day participation.
- iv. may be required to participate in a weekly one-on-one session with the CEC to help identify and correct behavior or situation
- v. may be required to repeat a semester/year prior to progressing further in the MSAT program (due to course offerings and reason for being on probation).
- vi. will be required to improve deficient areas. A remediation contract will be established by the MSAT program faculty.
 - Contracts will be constructed according to the individual student’s needs.

2. First offense related to behaviors:

a. The student...

- i. is restricted from any travel with teams.
- ii. must meet with their assigned Preceptor and CEC to discuss their behavior
- iii. may be restricted from game day participation.

- iv. may be required to participate in a weekly one-on-one session with the CEC to help identify and correct behavior or situation
- v. may be removed from their clinical experience and/or given a new assignment.
- vi. may be required to repeat a semester/year prior to progressing further in the MSAT program (due to course offerings and reason for being on probation).
- vii. will be required to improve deficient areas. A remediation contract will be established by the MSAT program faculty.
 - Contracts will be constructed according to the individual student's needs.

3. *Additional offenses for hours or behaviors:*

- a. The student...
 - i. will be dismissed from the MSAT program for failure to correct problem areas for a second consecutive semester.

Academic Misconduct

The MSAT program follows University-wide policies regarding academic misconduct. Each student should familiarize themselves with the Rules of Conduct in the University Handbook (*refer to the current University catalog for more information*). Academic misconduct is any form of cheating, including using concealed notes during exams, copying or allowing others to copy from an exam, students substituting for one another in exams, submission of another person's work for evaluation, preparing work for another person's submission, unauthorized collaboration on an assignment, submission of the same or substantially similar work for two courses without the permission of the professors.

Plagiarism is a form of academic misconduct that involves taking either direct quotes or slightly altered, paraphrased material from a source without proper citations and thereby failing to credit the original author. Plagiarism includes cutting and pasting sources from the Internet, as well as purchasing papers from other students or specialized websites.

Be forewarned; under no circumstances will academic misconduct be tolerated. Disciplinary action in such cases will be severe and swift, ranging from receiving a failing grade on an exam or paper to dismissal from the MSAT program and/or the University. The MSAT program faculty follows the Academic Integrity Policy set by Waynesburg University (*refer to the current University catalog for more information*).

Grievance and Appeals Policy

If a student in the MSAT program has a grievance in a specific required course, policy, or procedure, the student may follow the Waynesburg University Student Grievance Policy (*refer to the current University catalog for more information*). The student may meet with the Dean of Graduate Programs or the University Provost who will record information from the student and then convene with the GAPS Grievance Committee including the PD (or other appointed MSAT program faculty member if PD is involved in grievance), and one faculty member not affiliated with the MSAT program (appointed by the Dean) to review the grievance and recommend appropriate action.

Students also have the right to appeal their probation/suspension/dismissal from the MSAT program. Students will submit their appeal to the GAPS Grievance Committee on appeals to be heard via the aforementioned process. A decision will be rendered from the committee and a letter will be sent to the student and PD of the MSAT program.

COVID-19 Policies

Due to the Covid-19 pandemic, the MSAT program at WU has created policies specific to how academic and clinical education will take place (*Appendix I*). This document was initiated into the MSAT program for the 2020-2021 academic year and will continue for the foreseeable future for as long as the global pandemic persists.

Health Science Student Association (HSSA)

Overview

The HSSA is a student-run, University-funded club comprised of students from the Health Science Department, but open to any student on campus. For additional information on the HSSA association membership, please ask any HSSA Officer.

Mission Statement

The Waynesburg University HSSA seeks to enrich Health Science Students the opportunity to understand and promote professions found within Health Science professions. The HSSA provides opportunities for students to achieve balance between academic scholarship and the acquisition of skills necessary for careers in healthcare. The association provides alignment with the Waynesburg University mission in assisting in the development of Health Science students to pursue successful, productive, and compassionate lives of service.

Purpose Statement

The purpose of the HSSA is to build camaraderie among students with a common interest while placing continued concentration on student development by providing opportunity for various advancement activities such as fundraising, networking, and interdisciplinary collaboration.

Objectives and Goals

1. Invest in student development
 - a. by providing opportunity to participate in yearly conferences
 - b. by creating fundraising opportunities to help accommodate related expenses.
 - c. by developing and encouraging volunteer opportunities to promote health science professions amongst their peers and other healthcare professions.

Iota Tau Alpha (ITA)

Purpose Statement

The Purpose of Iota Tau Alpha Athletic Training Education Honor Society is the promotion and encouragement of scholarly activity in athletic training and the recognition of outstanding achievement among students enrolled in the MSAT program. Iota Tau Alpha activities shall be designed to stimulate interest, scholarly attainment, and investigation in Athletic Training Education, and to promote the dissemination of information among students of Athletic Training Education. Inclusion into the ITA society as a member requires specific achievements within the MSAT program. *Only regular members may hold the constitutionally specified chapter offices, vote on chapter membership, and represent the chapter or vote at national conventions.*

Regular members:

1. shall be students enrolled in Athletic Training Education at an institution where a chapter of Iota Tau Alpha is located,
2. must have completed at least three (3) semesters of academic work toward the Athletic Training degree,
3. must have completed at least three (3) term courses in Athletic Training Education (one must be above introductory level) with a minimum cumulative GPA of 3.50,
4. must rank no lower than the highest 35% of their class in cumulative GPA,
5. must be in good standing according to their program retention criteria.

Definition of Terms

Athletic trainer (ATC): Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statute, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification. See also *clinical education*.

Athletic training student: A student formally enrolled in the professional phase of the athletic training curriculum.

Clinical education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

Healthcare providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training.

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

Interprofessional Clinical Instructor (ICI): An ICI supervises and engages students in interprofessional clinical experiences. All ICIs must be licensed health care professionals and be credentialed by the state in which they practice. An ICI's licensure must be appropriate to his or her profession. ICIs must not be currently enrolled in the professional athletic training program at the institution.

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

Non-Proficient (CRJ): Observations and evidence indicate that the student either does not have or possesses emerging knowledge, skills or behaviors necessary for proficiency in a particular clinical experience outcome.

Non-Traditional Clinical site: A facility where a student is engaged in interprofessional clinical experiences.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.

Preceptor: A Preceptor supervises and engages students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution.

Proficient (CRJ): Observations and evidence indicate that either professional knowledge, skills and behaviors have emerged, but performance is limited in scope, consistency, and/or application or the student has developed appropriately related to this outcome. Additionally, the student either understands underlying concepts and is able to perform skills but does not consistently display clinical reasoning skills and the knowledge of when, how, and why to utilize different approaches when making decisions relative to this outcome area or the student clearly understands underlying concepts, utilizes critical thinking skills, and understands when, how, and why to utilize different approaches in the clinic related to this outcome area.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two academic years.

Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.

Simulation: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program.

Traditional Clinical site: A facility where a student is engaged in a traditional athletic training related clinical experiences.

Appendices

Appendix A: Communicable Disease Policy

WAYNESBURG UNIVERSITY MSAT COMMUNICABLE DISEASE POLICY



The purpose of this policy is to protect the health and safety of the students enrolled in the Masters of Science in Athletic Training (MSAT) program as they participate in the didactic and clinical education experiences required by the program. It is designed to provide students, clinical preceptors, and faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers; the recommendations were established on the basis of “existing scientific data, theoretic rationale, applicability and potential economic impact.”

My signature below confirms that I have read, fully understand, and will abide by the Waynesburg University MSAT program’s Communicable Disease Policy, which consists of Guidelines for Prevention of Exposure and Infection, Guidelines for Managing Potential Infection, and Restrictions for Health Care Professionals Exposed to or Infected with Infectious Disease. Furthermore, my signature indicates that I have been given the opportunity to discuss this document with the MSAT Program Director (PD) or Clinical Education Coordinator (CEC).

Student Name (printed): _____

Student Signature: _____

Date: _____

PD or CEC Signature: _____

Date: _____

Appendix B: Technical Standards Form

WAYNESBURG UNIVERSITY MSAT TECHNICAL STANDARDS AND REASONABLE ACCOMMODATIONS



The Master's in Athletic Training (MSAT) program at Waynesburg University is a rigorous and intense program that places specific requirements and demands on the student 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 activities. The technical standards and reasonable accommodations set forth by the MSAT Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the MSAT program must meet the following minimum standards for successful completion of degree requirements.

**Compliance with the program's technical standards and reasonable accommodations does not guarantee a student's eligibility for the BOC certification exam.*

Candidates for the MSAT Program must demonstrate:

- a) 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.
- b) the 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.
- c) the ability to read, communicate in writing, and demonstrate computer literacy to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but not limited to, the ability to establish rapport with patients and communicate clearly and accurately judgments and treatment information. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- d) the capacity to maintain composure and continue to function well during periods of high stress. This includes being the first responder in a potentially catastrophic injury (e.g., in-line stabilization of cervical spine, rescue breathing, obstructed airway management, and cardiopulmonary resuscitation).
- e) the psychological ability to fully use intellectual abilities, exercise good judgment, promptly complete all responsibilities inherent to the assessment and care of patients and develop mature, sensitive, and effective relationships with patients.
- f) the ability to tolerate physically and mentally taxing workloads.
- g) the flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- h) the ethical behavior both in the classroom and during clinical experiences.
- i) the perseverance, diligence and commitment to complete the MSAT Program as outlined and sequenced.

In compliance with the Americans with Disabilities Act, the admissions process does not require disclosure of a disability. However, all enrolled students must be capable of meeting the technical standards for the academic and clinical education components of the MSAT program. These technical standards are necessary for full participation in the curriculum and it is expected that students will function independently, which generally means, without the aid of an intermediary, to achieve proficiency in all curricular areas. Applicants and students should review the

technical standards for the MSAT program carefully. A student who has a disability may request reasonable accommodations through The Disability Services Office, which is housed in the Waynesburg University Pathways Center, to engage in a collaborate process with any student who states he/she may qualify for an accommodation on the basis of disability. The collaborative process will work to determine if there is a qualifying disability, identify barriers to access, and establish reasonable accommodations as appropriate.

READ AND SIGN THE APPROPRIATE (ONLY ONE) LINE BELOW

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.

Signature of Applicant

Date

Program Director

Date

Alternative statement for student 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 the standards with certain accommodations. I will contact the Waynesburg University Pathways Center 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 MSAT program.

Signature of Applicant

Date

Program Director

Date



NATA Code of Ethics

March 2018

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

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

1.2. 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.

Appendix D: BOC Standards of Professional Practice/Code of Professional Responsibility:

Version 3.1 – October 2017

Introduction

The mission of the Board of Certification Inc. (BOC) is to provide exceptional credentialing programs for healthcare professionals. The BOC has been responsible for the certification of Athletic Trainers since 1969. Upon its inception, the BOC was a division of the professional membership organization the National Athletic Trainers' Association. However, in 1989, the BOC became an independent non-profit corporation.

Accordingly, the BOC provides a certification program for the entry-level Athletic Trainer that confers the ATC® credential and establishes requirements for maintaining status as a Certified Athletic Trainer (to be referred to as “Athletic Trainer” from this point forward). A nine member Board of Directors governs the BOC. There are six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director.

The BOC is the only accredited certification program for Athletic Trainers in the United States. Every five years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the National Organization for Competency Assurance.

The *BOC Standards of Professional Practice* consists of two sections:

- I. Practice Standards
- II. Code of Professional Responsibility

I. Practice Standards

Preamble

The primary purpose of the Practice Standards is to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards is mandatory. The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

Standard 1: Direction

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.

Standard 2: Prevention

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long term disability.

Standard 3: Immediate Care

The Athletic Trainer provides standard immediate care procedures used in emergency situations, independent of setting.

Standard 4: Examination, Assessment and Diagnosis

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition, practices in the area of diagnostic reasoning and medical decision making.

Standard 5: Therapeutic Intervention

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

Standard 6: Program Discontinuation

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

Standard 7: Organization and Administration

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

II. Code of Professional Responsibility

Preamble

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

Code 1: Patient Care Responsibilities

The Athletic Trainer or applicant:

- 1.1 Renders quality patient care regardless of the patient's race, religion, age, sex, nationality, disability, social/economic status or any other characteristic protected by law.
- 1.2 Protects the patient from undue harm and acts always in the patient's best interests and is an advocate for the patient's welfare, including taking appropriate action to protect patients from healthcare providers or athletic training students who are, impaired or engaged in illegal or unethical practice.
- 1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies.
- 1.4 Communicates effectively and truthfully with patients and other persons involved in the patient's program, while maintaining privacy and confidentiality of patient information in accordance with applicable law 1.4.1

Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values.

- 1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain.
- 1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient.
- 1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan 1.7.1. Does not make unsupported claims about the safety or efficacy of treatment.

Code 2: Competency

The Athletic Trainer or applicant:

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

Code 3: Professional Responsibility

The Athletic Trainer or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards.
- 3.2 Practices in accordance applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training.
- 3.3 Practices in collaboration and cooperation with others involved in a patient's care when warranted; respecting the expertise and medico-legal responsibility of all parties
- 3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
- 3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training 3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.6 Does not guarantee the results of any athletic training service
- 3.7 Complies with all BOC exam eligibility requirements

3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful

3.9 Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, applicant files, documents or other materials without proper authorization

3.10 Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event

3.11 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training

3.12 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training

3.13 Cooperates with BOC investigations into alleged illegal or unethical activities; this includes but is not limited to, providing candid, honest and timely responses to requests for information

3.14 Complies with all confidentiality and disclosure requirements of the BOC and existing law

3.15 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization

3.16 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the BOC Professional Practice and Discipline Guidelines and Procedures

Code 4: Research

The Athletic Trainer or applicant who engages in research:

4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions 4.2 Protects the human rights and well-being of research participants

4.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or healthcare delivery

Code 5: Social Responsibility

The Athletic Trainer or applicant:

5.1 Strives to serve the profession and the community in a manner that benefits society at large

5.2 Advocates for appropriate health care to address societal health needs and goals

Code 6: Business Practices

The Athletic Trainer or applicant:

6.1 Does not participate in deceptive or fraudulent business practices

6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered
6.2.1 Provides documentation to support recorded charges
6.2.2 Ensures all fees are commensurate with services rendered

6.3 Maintains adequate and customary professional liability insurance

6.4 Acknowledges and mitigates conflicts of interest

Phased out after 21-22 cohort completion

Fall Year 1			16	Spring Year 1			16
ATP 507	Emergency Care of Athletic Injuries	3		ATP 512	Orthopedic Assessment UE	3	
ATP 511	Orthopedic Assessment LE	3		ATP 512L	Orthopedic Assessment UE Lab	2	
ATP 511L	Orthopedic Assessment LE Lab	2		ATP 522	Therapeutic Intervention II	3	
ATP 521	Therapeutic Intervention I	3		ATP 522L	Therapeutic Intervention II Lab	2	
ATP 512L	Therapeutic Intervention I Lab	2		ATP 532	Clinical Experience II	3	
ATP 531	Clinical Experience I	3		ATP 535	General Medical Conditions	3	
Fall Year 2			13	Spring Year 2			11
ATP 525	Current Topics in Athletic Training	2		ATP 534	Clinical Experience IV	5	
ATP 533	Clinical Experience III	5		ATP 545	Organization and Administration	3	
ATP 536	Nutrition and Pharmacology	3		ATP 599	Research Methods II	3	
ATP 598	Research Methods I	3					

Effective for incoming 22-23 cohort

			Fall Year I 2022			15	Spring Year I 2023			16
			ATP 507	Emergency Care of Athletic Injuries	3	ATP 512	Orthopedic Assessment UE	3		
			ATP 511	Orthopedic Assessment LE	3	ATP 512L	Orthopedic Assessment UE Lab	2		
			ATP 511L	Orthopedic Assessment LE Lab	2	ATP 522	Therapeutic Intervention II	3		
			ATP 521	Therapeutic Intervention I	3	ATP 522L	Therapeutic Intervention II Lab	2		
			ATP 521L	Therapeutic Intervention I Lab	2	ATP 532	Clinical Experience II	3		
			ATP 531	Clinical Experience I	2	ATP 535	Gen Med Conditions and Pharm	3		
			Summer 1 2023 (8 weeks)		5	Fall Year II 2023			11	Spring Year II 2024
ATP 537	Orthopedic Assessment HNS	3	ATP 533	Clinical Experience III	5	ATP 534	Clinical Experience IV	4		
ATP 537L	Orthopedic Assessment HNS Lab	2	ATP 546	Psychosocial Strategies in AT	3	ATP 545	Organization and Administration	3		
			ATP 598	Research Methods	3	ATP 555	Diagnostic Imaging in SM	1		
						ATP 556	Law and Policy in SM	1		
						ATP 599	Capstone	1		



WAYNESBURG UNIVERSITY ATHLETIC TRAINING SCORING CRITERIA FOR ADMISSION



Students applying for admission into the Master of Science in Athletic Training Program will be scored in the areas listed below. Applicants with the highest scores will be accepted into the program, **based on the number of available openings in the program**. Applicants will be ranked according to the total points accumulated. Those students who do not meet the minimum requirements will be denied acceptance but will be encouraged to re-apply the following year.

Applicant's Name:

1. Overall GPA: (preferred 3.0)

Selection	Points	Criteria
	3	GPA above a 3.5
	2	GPA between the 3.25 and 3.49
	1	GPA between the 3.00 and 3.24
	0	GPA below the mandatory 3.0 (<i>risk of denial</i>)
Pts Awarded		

2. Pre-requisite Course Grades: (Mandatory C minimum)

Points	# of courses	Total Points per Category	Criteria
3			for each course with an A-, or A average earned
2			for each course with a B-, B, or B+ average earned
1			for each course with a C or C+ average earned
0			A student with less than a C average grade earned in any pre-requisite course will not be considered for admission.
	Pts Awarded		

Required Pre-req Courses:

Course	Grade
Bio + lab	
Chem + lab	
Physics + lab	
Anatomy + lab	
Human Phys + lab	
Nutrition	
Stats	
Intro to Psych	
Ex Phys	

3. Hours: 50 minimum (Mandatory)

Selection	Points	Criteria
	3	student obtains 150 or more hours of directly supervised observation
	2	student obtains between 100 to 150 hours of directly supervised observation
	1	student obtains between 50 to 99 hours of directly supervised observation
	0	less than 50 hours will not be considered for admission
Pts Awarded		

4. Letters of Recommendation: *(Minimum 2)*

Recommendation 1			Recommendation 2		
Selection	Points	Criteria	Selection	Points	Criteria
	2	Recommend strongly		2	Recommend strongly
	1	Recommend		1	Recommend
	0	Do not recommend		0	Do not recommend
Total			Total		
Pts Awarded					

5. Essay: *(Calculated from Essay Rubric)*

Selection	Points	Criteria
	2	considered as above standard
	1	considered as standard
	0	Considered below standard
Pts Awarded		

6. Interview: *(As needed)*

7. Total Point Range: *(13-36 required for consideration of acceptance)*

TOTAL POINTS: _____

Selection	Point Range	Criteria
	< 13	Will not be accepted into the MSAT program
	13-18	Meets minimal standard (May require interview)
	19-26	Satisfactory consideration for acceptance
	27+	High consideration for acceptance

Name: _____

Date: _____

Athletic Training Application – Essay Rubric

Information Criteria	Below Standard	Standard	Above Standard
Substance	The student provides an essay that shows little to no signs of scholarly work in that there is no flow to the paper and the thought process is sporadic.	The student provides an essay that flows smoothly but may have a few weak transitions	The student provides a scholarly essay that includes proper formatting with an introduction, body, and conclusion/summary.
Reasoning	The student articulates his/her point of view poorly as it is hard to interpret why or how the student will achieve professional success	The student articulates his/her point of view well, providing minimal evidence to support his or her point of view on achieving professional success or providing evidence to support point of view but is not fluent with their thought process	The student articulates his/her point of view very well, providing specific examples of evidence to support their point of view on achieving professional success
Grammar/Spelling/Punctuation	More than 3 errors noted and/or the errors cause a disruption in the ability to understand his or her point of view.	Between 1 and 3 errors noted but does not affect the ability to understand his or her point of view	No errors noted.
Overall perception of essay (Circle One)	Below Standard	Standard	Above Standard

Additional Feedback:

Appendix G: Clinical Observation Form

Waynesburg University Professional Masters of Science in Athletic Training

Observation Requirements (Minimum of 50 hours)

**Use additional sheets if needed*

Please provide the following information:

Name of Observation Site:	
Date of Observation:	
ATC Professional Observed:	
Credentials:	
License #:	
Employer:	
Phone Number:	
Email:	
Total Hours observed:	

Please check the box that corresponds with this location's setting:

- ☐ Secondary
- ☐ Collegiate
- ☐ Professional
- ☐ Rehabilitation Clinic
- ☐ Hospital
- ☐ Physician office
- ☐ Other: _____

Please check the box that corresponds with the patient setting (check all that apply):

- ☐ Orthopedic
- ☐ Neurological
- ☐ Cardiovascular
- ☐ Integumentary
- ☐ Geriatrics
- ☐ Pediatrics
- ☐ Athletics
- ☐ Other: _____

Overseeing ATC Signature: _____

Date: _____

Student Signature: _____

Date: _____

Appendix H: Clinical Expectations Form

Waynesburg University Athletic Training Education Program Preceptor and AT Student Clinical Education Expectations/Orientation

Student's Name: _____

Clinical Setting/Assignment: _____

Term of the Rotation: _____

Preceptor's Name: _____

As specified in the Athletic Training Education Program Student Handbook, all AT students enrolled in the program are expected to abide by the NATA Code of Ethics and the Standards of Professional Practice Expectations. Additionally, students are expected to know, verify that they have read, and agree to comply with the policies and procedures specified in the Handbook. It is also expected that students agree to abide by setting specific policies, as delineated in the clinical sites policy and procedures manuals.

At the beginning of each clinical assignment, students must meet with their assigned Preceptor to discuss and orient themselves with any setting specific policies as well as Preceptor expectations to help them increase their confidence in applying their clinical skills. Expectations specified by Preceptors must comply with the policies and procedures outlined in the ATEP Student Handbook. Additionally, each orientation should include the following information:

1. Review of EAP and location of document(s)
2. Review of all equipment and facilities
3. Review of SOP
4. Introduction to all staff and coaches
5. Review student and preceptor expectations
6. Review current skills/technical standards
7. Review Blood-borne pathogen policy (OSHA)
8. Review HIPAA policy and documentation system

Please take a moment to identify any additional specific expectations that will ensure an appropriate learning environment and a successful clinical rotation below and on the next page.

I, _____, acknowledge that my preceptor has provided an orientation that included the above material at the beginning of my clinical rotation. I also verify that I understand the clinical site policies and procedures and will abide by them during my entire educational experience. I will respect my preceptor and provide proper communication to ensure the following standards are being met. If I have a question regarding these expectations, I agree to contact my assigned Preceptor as well as the Clinical Education Coordinator within 5 days of beginning the assigned rotation.

Date

Date

Date _____

Appendix I: MSAT Program Covid-19 Response Plan

Guidelines for Re-establishment of AT Student Clinical Education Experiences

The following operational guidelines were developed to balance the Waynesburg University (WU) Master of Science in Athletic Training (MSAT) Program's mission to educate the next generation of Healthcare Professionals by providing appropriate and safe clinical care to the patients we serve during the COVID-19 pandemic. The WU MSAT program is committed to balancing this education in partnership with affiliated clinical sites. During the COVID-19 pandemic, we must balance this objective with our primary mission of providing clinical care to the patients we serve. The WU MSAT program in partnership with affiliated clinical education sites, are committed to safety and will operate under the guidance of accepted best practices to prevent and mitigate the spread of COVID-19 among students, Preceptors, faculty, and patients in the prevention and mitigation of COVID-19.

General Guidelines:

- WU MSAT program policies and procedures will be aligned with CDC and the State of PA Health Department guidelines regarding, phased-in implementation, designation of essential workers, and reopening of college and universities, including guidance for medical and health care practitioners (licensed), and allied health professionals (non-licensed).
- The Clinical Education Coordinator (CEC) will communicate start dates and additional requirements (if any) for students as they attend their affiliated clinical education sites.
- Each WU MSAT program affiliated clinical education site will determine how many students will be permitted in their environment based on disease incidence in the region, clinical volumes, availability of Personal Protective Equipment (PPE), staff availability, and other relevant considerations. These guidelines could change based on state and/or county reopening statuses.
- When possible, the WU MSAT program will employ alternative clinical educational methods such as remote or virtual (tele-health), supplemental education (simulations), or classroom experiences when onsite clinical education is restricted.
- Students will not be permitted to be directly involved in the care of COVID-19 patients or those under investigation unless approved by senior institutional leaders on a case-by-case basis.
- The WU MSAT program will ensure that there is sufficient PPE to protect students as they complete their clinical education requirements.
- All students will receive education regarding proper hygiene practices and mask fitting procedures (donning, doffing, cleaning) prior to placement at any affiliated clinical education site.
- Students must adhere to all safety guidelines within any affiliated clinical education site for the protection of themselves, patients, and staff. **AT MINIMUM**, students are required to:
 - Wear a mask and other PPE required by the clinical education site,
 - Practice proper hand hygiene at all times,
 - Follow social distancing protocols outlined by the clinical education site.

- A screening process will be in place to identify students who might be at risk for exposing patients and staff to COVID-19 at their clinical education placement. **AT MINIMUM**, students are required to:
 - Discourage traveling to or from a location with a stay-at-home order
 - Stay home and/or seek treatment following WU institutional protocols if you are experiencing potential COVID-19 symptoms,
 - Follow both WU's institutional protocols AND their affiliated clinical site's exposure guidelines if a potential exposure to COVID-19 occurs.

These guidelines are subject to change as we continue to monitor the threat of COVID-19 in our region

Pre-Screening:

- WU students must pre-screen prior to attending any clinical education site.
 - This should be done prior to each clinical day. *(Aligned with institutional screening procedures)*
- Some clinical education sites may require students to have temperature checks prior to reporting to the off-site clinical. If a student's clinical education site mandates this practice, the student must comply
- As always, strict hand hygiene is expected and required.
- If required, all students are required to wear a mask when entering any clinical education site building and throughout the clinical day.
- If an student checks "yes" to any of the screening questions or has a confirmed/suspected case of COVID-19, the individual will need to follow all institutional policies regarding the return to academics.
- Any student who has been in contact with someone who has a confirmed or suspected case of COVID-19 must follow current CDC outlined quarantined and/or isolation guidelines.
- During the COVID-19 restrictions, no student will care for a patient with confirmed COVID-19 or under investigation for COVID-19.