

**Temple University
Master of Science in
Athletic Training**



**Policies and Procedures
Student Handbook**

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DISCLAIMER

This handbook was created to inform the Athletic Training Students of policies and procedures of the Master of Science in Athletic Training Program (ATP) at Temple University. The overall intent of this handbook is to ensure a quality educational experience for every student, and to ensure safe and efficient clinical education opportunities. Every student must be thoroughly familiar with the policies and procedures listed herein. The information in this handbook is not all-inclusive. This handbook, in conjunction with the University Bulletin and departmental handbook, should be used as a guide throughout your progression through the Master of Science in Athletic Training program. Any alterations to the handbook will be made available to all students, staff, and preceptors.

TEMPLE UNIVERSITY NON-DISCRIMINATORY STATEMENT

Temple University is committed to a policy of equal opportunity for all in every aspect of its operations, including employment, service, and educational programs. The University has pledged not to discriminate on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, gender identity, genetic information, or veteran status.

ATHLETIC TRAINING EDUCATION PROGRAM NON-DISCRIMINATORY STATEMENT

In compliance with the Temple University non-discriminatory policy, the ATP does not discriminate on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, gender identity, genetic information, or veteran status. In addition, it is these guidelines of the ATP that extend these principles into our daily work. All coaches, staff, and athletes must be judged and treated under these same conditions.

ATHLETIC TRAINING EDUCATION PROGRAM

MISSION STATEMENT

The mission of the Temple University Master of Science in Athletic Training (MSAT) Program is to provide a rigorous intellectual and diverse learning environment in which students develop skills and acquire knowledge of inclusive patient-centered clinical practice concepts. The evidence-based curriculum prepares students through engaged learning, scholarly pursuits and immersive clinical experiences to demonstrate sound clinical reasoning, promotion of best practices, and transformative leadership in an ever-evolving healthcare environment.

GOALS AND OBJECTIVES

1. To prepare graduates for successful clinical practice.

- A. Provide patient-centered care utilizing evidence-based medicine.
- B. Utilize reflective practice and healthcare informatics for quality improvement.
- C. Facilitate the evolution of athletic training relative to its position in public health.

2. To prepare graduates to be leaders and advocates to enhance clinical and patient outcomes

- A. Provide patient-centered education to empower navigation of the healthcare system.
- B. Promote personal and professional value as an athletic trainer.
- C. Establish an environment that promotes collaboration in interprofessional practice.

3. To prepare graduates to practice with cultural competence and professional integrity.

- A. Identify and describe cultural practices that may influence healthcare for various populations.
- B. Recognize individual patient characteristics to facilitate care.
- C. Provide athletic training services according to standards of practice, ethics and law.

4. To prepare graduates to advance the athletic training profession.

- A. Synthesize current research to inform clinical practice.
- B. Educate the community about the profession of athletic training.

C. Promote an environment of lifelong learning through professional development and scholarship.

GENERAL DESCRIPTION OF THE ATHLETIC TRAINING EDUCATION PROGRAM

The Master of Science Degree within the Department of Health and Rehabilitation Sciences and the College of Public Health consists of 53 credit hours. The overall objectives of the Athletic Training Program (ATP) are to teach the students in the following Board of Certification domains:

Domain I: Risk Reduction, Wellness and Health Literacy: Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.

Domain II: Assessment, Evaluation and Diagnosis: Implementing systematic, evidence-based assessments and evaluations to formulate valid clinical diagnoses and differential diagnoses to determine a patient's plan of care.

Domain III: Critical Incident Management: Integrating best practices in immediate and emergency care for optimal outcomes.

Domain IV: Therapeutic Intervention: Rehabilitating individuals with a health condition (i.e., injury, illness, general medical condition) with the goal of achieving optimal activity and participation levels based on core concepts (i.e., fundamental knowledge and skillsets) using the applications of therapeutic exercise, modality devices, and manual techniques.

Domain V: Healthcare Administration and Professional Responsibility: Integrating best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being.

ATP PERSONNEL

For an ATP to be successful, the involved personnel must be aware of the importance of each person's role. For example, the Athletic Training Student should know and understand the responsibilities of the Preceptor, and the Preceptor should be aware of the educational requirements of the Athletic Training Student to ensure the overall success of the program. This section outlines the responsibilities of each position.

Program Director

Unit: Health and Rehabilitation Sciences
Reports To: Department Chair
Positions Supervised: Athletic Training Students
Athletic Training Faculty

Basic Function: The Program Director is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the ATP. This individual must be an excellent leader, have a broad-based knowledge of the Athletic Training profession, have excellent management skills, and possess the necessary qualifications to perform the functions as identified in the Commission on Accreditation of Athletic Training Education (CAATE) standards. The Program Director must have a minimum of 5 years of experience as a Board of Certification (BOC) certified athletic trainer, be a full-time teaching faculty member of Temple University, have current BOC certification and licensure as an Athletic Trainer in the State of Pennsylvania, and shall demonstrate teaching, scholarship, and service consistent with institutional standards. The Program Director shall fulfill the following duties and responsibilities:

- ◆ Provide updated information to the students, staff, and Athletic Training faculty on the ATP.
- ◆ Determine necessary curriculum changes and institute new academic and clinical courses.
- ◆ Serve as the liaison with the Department Chair, Department Committees, and advisors on the ATP and its students.
- ◆ Serve as the liaison with the CAATE, National Athletic Trainers' Association (NATA), and the BOC and complete any and all forms or correspondence, which represents the CAATE accredited program.
- ◆ Document ongoing compliance with CAATE standards on an annual basis including the completion of re-certification reports, self-studies, and coordination of site visits.
- ◆ Plan, develop, deliver, and assess all components of the program.
- ◆ Serve as the final authority in determining any actions surrounding students in the CAATE accredited program.
- ◆ Provide input into the clinical education aspects of the program.
- ◆ Maintain Athletic Training Students educational files.
- ◆ Serve as an advisor and assist with career planning.

Clinical Education Coordinator

Unit: Health and Rehabilitation Sciences
Reports To: Department Chair
Positions Supervised: Graduate Athletic Training Students
Athletic Training Students
Preceptors

Basic Function: To provide the coordination, supervision, and evaluation of the clinical educational program in consultation with the Program Director. This individual must possess the necessary qualifications to perform the functions as identified in the CAATE standards. The Clinical Education Coordinator must have a minimum of 5 years of experience as a BOC certified athletic trainer, be a full-time teaching faculty member of Temple University, have current BOC certification and licensure as an Athletic Trainer in the State of Pennsylvania, and shall demonstrate teaching, scholarship, and service consistent with institutional standards and shall fulfill the following duties and responsibilities:

- ◆ Create and conduct preceptor training.
- ◆ Provide a handbook for Preceptors, which details the CAATE program and their responsibilities as an extension of the academic program.
- ◆ Identify the psychomotor skills to be acquired during the clinical experience, and criteria for student evaluation.
- ◆ Assign students to clinical rotations and provide the students with the names of the Preceptors they are assigned to for contact.
- ◆ Determine authorized absences in the clinical setting by the Athletic Training Students and inform the Preceptor of the intended absence.
- ◆ Contact each affiliated site instructor at least once during the student's clinical rotation to review the student's progress and determine student competence in their clinical skills and identify areas that need improvement.
- ◆ Provide Athletic Training Student evaluation forms to Preceptors via Exxat and ensures that completed forms are maintained in student's official file.
- ◆ Meet with each Athletic Training Student at least twice per semester to discuss clinical evaluations and experiences.
- ◆ Assess Preceptors and provide feedback to improve clinical education.
- ◆ Serve as a moderator when problems arise in the clinical setting.
- ◆ Advise students as necessary.

Athletic Training Faculty

Unit: Health and Rehabilitation Sciences
Reports To: Department Chair, Program Director
Positions Supervised: Athletic Training Students

Basic Function: To serve as an instructor, mentor, and role model to the Athletic Training students while fulfilling various Athletic Training responsibilities as assigned by the Program Director and Department Chair. The faculty member must be appropriately credentialed where and when applicable and shall demonstrate teaching, scholarship, and service consistent with institutional standards.

- ◆ Incorporate most current athletic training knowledge, skills, and abilities as they pertain to their respective teaching areas.
- ◆ Document athletic training competencies, when applicable.
- ◆ Attend ATP meetings.
- ◆ Participate in the programmatic assessment process, including data collection and dissemination each semester.
- ◆ Complete other tasks as assigned.

Preceptor

Unit: Health and Rehabilitation Sciences

Reports To: Clinical Education Coordinator

Positions Supervised: Athletic Training Students

Basic Function: To serve as an instructor, mentor, and role model for Athletic Training Students as they matriculate through their clinical education and clinical skill development. This individual must possess the necessary qualifications to perform the functions as identified in the CAATE standards. The Preceptor must be a certified athletic trainer credentialed by the state or appropriately credentialed health care professional for a minimum of one year. In addition, the Preceptor must be trained/re-trained by the institution at least once every three years. The Preceptor shall fulfill the following duties and responsibilities:

- ◆ Supervise students at all times during clinical education experiences.
- ◆ Complete preceptor training.
- ◆ Know and understand all psychomotor competencies required for CAATE accredited athletic training programs.
- ◆ Provide formal instruction and assessment of clinical proficiencies during patient care.
- ◆ Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.
- ◆ Meet with the Athletic Training Students at the beginning of the rotation to:
 - Discuss guidelines at the clinical site including hazardous waste disposal, emergency procedures, referral protocol and record keeping.
- ◆ Develop a schedule to ensure direct supervision of students.
- ◆ Ensure students adhere to site dress code and complete their duties.
- ◆ Approve the Athletic Training Student's hours log on Exxat at a minimum of every two weeks.
- ◆ Speak with the Clinical Education Coordinator at least once during the student's clinical rotation to discuss student progress.
- ◆ Report any and all problems directly to the Clinical Education Coordinator regardless of whether or not the situation was resolved.
- ◆ Complete student evaluation forms via Exxat twice per semester.
- ◆ Whenever possible, serve as a resource person to the athletic training curriculum program for didactic class presentations, assist in the administration of practical examinations, and encourage students to participate in professional activities.
- ◆ Demonstrate understanding of, and compliance, with the policies and procedures of the ATP.
- ◆ Provide site's Emergency Action Plan, calibration records, safety checks, and bloodborne pathogen policy to the program on an annual basis.
- ◆ For any clinical concerns, contact the Clinical Education Coordinator.
- ◆ For any didactic or other concerns, contact the Program Director.

Athletic Training Student(s)

Unit: Health and Rehabilitation Sciences
Reports To: Program Director, Clinical Education Coordinator, Athletic Training Faculty and Preceptor
Positions Supervised: None

Basic Function: To successfully complete the clinical proficiency skills set forth by the BOC while fulfilling various Athletic Training responsibilities as assigned by the Program Director, Clinical Education Coordinator, or Preceptor in accordance with their educational and skill level throughout the entire semester.

- ◆ Athletic Training Students must attend all regularly scheduled courses, meetings, and clinical assignments.
- ◆ Communication must be adhered to, including all verbal and written (including emails) forms.
- ◆ Community service is a key component of any profession and students will be expected to participate in service activities.
- ◆ Adherence to site dress code is expected at all clinical assignments.
- ◆ Competency review is imperative for success in the program. Athletic training skills and mastery of these skills are necessary for success as an Athletic Trainer.
- ◆ Peer mentoring: Upper level ATs serve as mentors for lower level ATs. This mentoring program provides an additional source that students may use to seek guidance and education.
- ◆ Conduct themselves according to the NATA Code of Ethics.
- ◆ For any clinical concerns, contact the Clinical Education Coordinator.
- ◆ For any didactic or other concerns, contact the Program Director.

ATP Medical Director

Unit: Health and Rehabilitation Sciences
Reports To: Program Director

Basic Function: To serve in coordination with the Program Director, as a resource and expert for the medical content of the ATP in both formal classroom and supervised clinical experiences. The Medical Director must be an MD/DO who is licensed to practice in the state of Pennsylvania.

- ◆ Whenever possible, serve as a resource person to the athletic training curriculum program for didactic class presentations, assist in the administration of practical examinations, and encourage students to participate in professional activities.
- ◆ Demonstrate understanding of, and compliance with the policies and procedures of the ATP.

ACADEMIC REQUIREMENTS

RETENTION POLICIES AND/OR GPA REQUIREMENTS

Athletic training majors must satisfactorily complete all core athletic training courses. Please refer to the Temple University Graduate Bulletin for specific policies related to standards of scholarship.

<http://bulletin.temple.edu/graduate/graduate-policies/#graduatecreditstext>

Students that fail to follow the NATA Code of Ethics and/or policy and procedures for any affiliated site may also be dismissed from the Program. This includes involvement in illegal activities, violation of the alcohol, drugs, and tobacco policy, unexcused absences for clinical assignments, or violation of university or program policies.

Students who have a felony or misdemeanor conviction, including drug and alcohol related offenses, must report a written explanation to the Board of Certification to determine eligibility to sit for the BOC Certification Exam. For detailed and updated instructions, please see the Board of Certification Candidate Handbook found at www.bocac.org. There is a possibility that certain convictions will prevent a student from completing clinical experiences in some settings. Students with such offenses may be referred to student advising for assistance in exploring alternative academic options.

ACADEMIC CALENDAR

The academic calendar, which includes start and end dates, registration and withdrawal deadlines, and final examination schedules can be found on the [Office of the University Registrar website](#).

ADMISSIONS PROCESSES

Information related to admissions to the MSAT program, including pre-requisite courses can be found in the Graduate Bulletin and on the [program's website](#).

TUITION INFORMATION

Tuition-related information can be found on the [Office of the Bursar's website](#).

ATHLETIC TRAINING CORE COURSES

In addition to Athletic Training core courses, fulfillment of the College of Public Health core course (HRPR 5001) is also required. The course numbers are reflected on the table below.

Course Number: ATHT	Current Course Title	C.H.
5142	Foundations of Athletic Training	4
5143	Orthopedic Assessment I	3
5244	Orthopedic Assessment II	3
5245	General Medical Conditions in the Athlete	4
5247	Leadership for the Entry-Level Athletic Trainer	1
5287	Practicum in Athletic Training I	3
5443	Organization & Administration in Athletic Training	3
5444	Therapeutic Interventions in Athletic Training	5
5445	Considerations for Healing	4
5487	Practicum in Athletic Training II	3
5644	Applied Research in Athletic Training	3
5645	Board of Certification Examination Preparation	2
5687	Practicum in Athletic Training III	2
5808	Advanced Sport Concussion	3
5851	Current Issues and Trends in Athletic Training	3
5852	Transitioning to Clinical Practice	3
5888	Immersive Clinical Practice in Athletic Training	2
5988	Advanced Clinical Practice in Athletic Training	2

HRPR 5001	Current and Emerging Issues in Public Health and Health Professions	0
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TWO-YEAR ACADEMIC PROGRAM

<u>First Year Summer</u>	<u>First Year Fall</u>	<u>First Year Spring</u>
ATHT 5142 Foundations of Athletic Training (4)	ATHT 5244 Orthopedic Assessment II (3)	ATHT 5244 Therapeutic Interventions in Athletic Training (5)
ATHT 5143 Orthopedic Assessment I (3)	ATHT 5245 General Medical Conditions in the Athlete (4)	ATHT 5245 Considerations for Healing (4)
	ATHT 5247 Leadership in Athletic Training (1)	ATHT 5487 Practicum in Athletic Training II (3)
	ATHT 5287 Practicum in Athletic Training I (3)	

<u>Second Year Fall</u>	<u>Second Year Spring</u>
*ATHT 5888 Immersive Clinical Practice in Athletic Training (1)	*ATHT 5888 Immersive Clinical Practice in Athletic Training (1)
ATHT 5443 Organization and Administration in Athletic Training (3)	**ATHT 5988 Advanced Immersive Clinical Practice in Athletic Training (2)
ATHT 5644 Applied Research in Athletic Training (3)	***ATHT 5808 Advanced Sport Concussion (3)
ATHT 5645 Board of Certification Examination Preparation (2)	***ATHT 5851 Current Trends in Athletic Training (3)
ATHT 5687 Practicum in Athletic Training III (2)	***ATHT 5852 Transition to Athletic Training Clinical Practice (3)

Note: * denotes an early term start course; ** denotes a 7A course, *** denotes a 7B course
HRPR 5001 must be completed prior to graduation.

ATHLETIC TRAINING CORE COURSE DESCRIPTIONS

ATHT 5142. Foundations of Athletic Training. 4 Credit Hours.

Through lecture and laboratory exercises, the student will obtain both didactic information and practical application of athletic training skills, including basic taping and bracing techniques, acute and emergency management, stretching, and equipment fitting and removal. Additionally, legal and ethical issues will be addressed.

ATHT 5143. Orthopedic Assessment I. 3 Credit Hours.

This required course will focus on the key concepts of evaluation, diagnosis, and management of lower extremity sports-related injuries. Students will be able to use an evidence-based approach to identify, explain, and assess pathologies of musculoskeletal injuries in the lower extremity and apply these concepts in real-life athletic training scenarios.

ATHT 5244. Orthopedic Assessment II. 3 Credit Hours.

This is a required three credit hour course that will focus on the key concepts of evaluation, diagnosis, and management of upper-extremity and axial skeleton sports-related injuries. Students will be able to use an evidence-based approach to identify, explain, and assess pathologies of musculoskeletal injuries in the upper extremity and axial skeleton and apply these concepts in real-life scenarios.

Pre-requisites: ATHT 5143 (May not be taken concurrently.)

ATHT 5245. General Medical Conditions in Athletic Training. 3 Credit Hours.

This course will focus on the key concepts of evaluation, diagnosis, and management of general medical conditions commonly seen in the athlete. Students will be able to use an evidence-based approach to identify, explain, and assess pathologies and apply these concepts in real-life scenarios.

Pre-requisites: ATHT 5142 (May not be taken concurrently.)

ATHT 5247. Leadership for the Entry-Level Athletic Trainer. 1 Credit Hour.

This 1 credit hour course will focus on the history of athletic training and its continued growth as a healthcare profession. Students will determine their leadership style and practice conflict resolution skills.

ATHT 5287. Practicum in Athletic Training I. 3 Credit Hours.

This course accompanies the first of four clinical experiences in the athletic training curriculum in order to further develop and enhance the practical skills and knowledge necessary for clinical practice. Students will review and demonstrate lower extremity injury evaluations, foundational athletic training skills, and emergency management techniques.

Pre-requisites: ATHT 5142 (May not be taken concurrently) and ATHT 5143 (May not be taken concurrently).

ATHT 5444. Therapeutic Interventions in Athletic Training. 5 Credit Hours.

This lecture and laboratory course provides current evidence and best practices for the implementation of therapeutic interventions and modalities targeted for the physically active population from the time of injury to the return to participation in sports and activities. Students will gain knowledge and experience in the theory and application of therapeutic interventions throughout the injury management spectrum. Upon completion of the 5-credit course, students will

be able to apply evidence-based therapeutic guidelines to create a comprehensive treatment and rehabilitation protocol.

Pre-requisites: ATHT 5244 (May not be taken concurrently.)

ATHT 5445. Considerations for Healing. 4 Credit Hours.

Through lecture and laboratory exercise, the student will examine the body's response to injury and pain, within the framework of the Disablement Model. Students will explore pathology, histology, nutrition, behavioral therapies, and pharmacological interventions as they are directed through the continuum of care. Upon completion of this 4-credit course, students will be able to implement a patient-centered plan of care across a spectrum of injuries and illnesses.

Pre-requisites: ATHT 5244 (May not be taken concurrently.) AND ATHT 5245 (May not be taken concurrently.) AND ATHT 5287 (May not be taken concurrently.)

ATHT 5443. Organization and Administration in Athletic Training. 3 Credit Hours.

This three-credit hour lecture/seminar course will focus on the aspects of professional management and administrative issues in athletic training, including program management, human resources, insurance, risk management, ethics, pre-participation examinations and facility design.

Pre-requisites: ATHT 5247 (May not be taken concurrently.)

ATHT 5487. Practicum in Athletic Training II. 3 Credit Hours.

This 3-credit course is designed to accompany the second of four clinical experiences in the athletic training curriculum to further develop and enhance the practical skills and knowledge necessary for clinical practice. Students will review and demonstrate upper extremity and postural evaluations, general medical assessments, and leadership skills.

Pre-requisites: ATHT 5244 (May not be taken concurrently)

AND ATHT 5245 (May not be taken concurrently)

AND ATHT 5287 (May not be taken concurrently).

ATHT 5644. Applied Research in Athletic Training. 3 Credit Hours.

This three-credit course will introduce the fundamentals of research design and interpretation, including basic statistical analysis. Students will read, summarize, and interpret current literature related to athletic training and determine how it applies to clinical practice.

Pre-requisites: ATHT 5487 (May not be taken concurrently.)

ATHT 5645. Board of Certification Examination Preparation. 2 Credit Hours.

This 2-credit course will focus on the directed study for the Board of Certification (BOC) examination. Through the use of self-assessments, students will identify areas of strengths and weaknesses, create tailored study plans, and complete practice examinations.

Pre-requisites: ATHT 5487 (May not be taken concurrently)

AND ATHT 5441 (May not be taken concurrently)

AND ATHT 5442 (May not be taken concurrently).

ATHT 5687. Practicum in Athletic Training III. 2 Credit Hours.

This two-credit course is designed to accompany the third of four clinical experiences in the athletic training curriculum to further develop and enhance the practical skills and knowledge necessary for clinical practice. Students will review and demonstrate therapeutic exercise and modality applications.

Pre-requisites: ATHT 5487 (May not be taken concurrently)

AND ATHT 5445 (May not be taken concurrently).

ATHT 5888. Immersive Clinical Practice in Athletic Training. 1 Credit Hour (repeated for a total of 2 credits).

Immersive Clinical Practice in Athletic Training is designed to provide athletic training students with a clinical experience opportunity to further develop, enhance, and practice skills and knowledge necessary for clinical practice and the continuum of patient care. This course will be completed in the Early-Term Start period, allowing the student to be with their assigned preceptor full-time for the duration of the course. Students must complete between 75 and 100 supervised hours, record patient-encounters, create a plan of care, and complete a final reflection of their experience. Background checks, CPR certification, and medical requirements must be current.

Pre-requisites: ATHT 5487 (May not be taken concurrently)

AND ATHT 5444 (May not be taken concurrently).

Due to the nature of this course, ATHT 5888 cannot be taken concurrently with any other course, this includes satisfaction of an incomplete

ATHT 5988. Advanced Immersive Clinical Practice in Athletic Training. 2 Credit Hours.

Advanced Immersive Clinical Practice in Athletic Training is designed to provide athletic training students with a clinical experience opportunity to further develop, enhance, and practice skills and knowledge necessary for clinical practice, the continuum of patient care, and organizational and administrative duties. This course will be completed in the final semester within the MSAT program, allowing the student to be with their assigned preceptor full-time for the duration of the course. Students must complete between 250 and 300 supervised hours, record patient-encounters, create a plan of care, critique current site policy and procedures, and complete a final reflection of their experience. Background checks, CPR certification, and medical requirements must be current throughout duration.

Pre-requisites: ATHT 5687 (May not be taken concurrently)

AND ATHT 5443 (May not be taken concurrently)

Due to the nature of this course, ATHT 5988 cannot be taken concurrently with any other course, this includes satisfaction of an incomplete.

ATHT 5808. Advanced Sport Concussion. 3 Credit Hours.

This online course is designed to provide students information about sport concussion. It is geared towards graduate students seeking to augment their concussion education. It is open to all students, but also serves to supplement specific student learning objectives for graduate Athletic Training Education students. This course will be cross-listed with an approved undergraduate course ATHT 4808 Sport Concussion. Graduate students will receive targeted course lectures, readings, and online resources on topics such as concussion pathomechanics, pathophysiology, recognition, assessment, management, and return to play guidelines.

ATHT 5851. Current Trends in Athletic Training. 3 Credit Hours.

Through the use of current literature and content experts in the field, this three-credit course will provide advanced information regarding clinically relevant topics related to athletic training and sports medicine practice.

Pre-requisites: ATHT 5443 (May not be taken concurrently.)

ATHT 5852. Transition to Athletic Training Clinical Practice. 3 Credit Hours.

This three-credit course will serve as the students' capstone experience and focus on preparing students to transition from the classroom to clinical practice. Students will submit a portfolio that includes completed competencies, resume, cover letter, and professional development units.

Pre-requisites: ATHT 5645 (May not be taken concurrently.)

HRPR 5001. Current and Emerging Issues in Public Health and Health Professions. 0 Credit Hours.

College of Public Health Interdisciplinary Requirement HRPR 5001 is required for all graduate students in CPH – “Current and Emerging Issues in Public Health and Health Professions.” The course is a required pass/fail course, but students will not be charged additional tuition for the course as it is considered a 0-credit course; however, this is mandatory, and students will not be eligible for graduation unless the course is completed. Students will be added to Suitable, a gamification platform, to complete the requirements of the course. It is possible that one or more graduate courses students have will be embedding portions of the Suitable platform within courses, thereby minimizing any duplicative work.

Graduate School Exit Requirements for Graduation

All students must apply for graduation and pay the associated fees by the deadline listed in the University's Academic Calendar (~mid-February). This is the only means by which a diploma will be produced and an awarded degree transcribed.

ACADEMIC ADVISEMENT

The Program Director can provide professional guidance throughout the student's academic preparation and will coordinate advising during the student's matriculation. The Clinical Education Coordinator can provide assistance with clinical advisement and goal setting. Any of the AT faculty can provide assistance with career and professional advice. The Graduate Academic Manager will assist with related programming.

LEAVE OF ABSENCE

Temple University Policy (02.25.11) describes the University policy on student leave of absence and return procedures.

FINANCIAL ASSISTANCE INFORMATION

Many students utilize financial aid and scholarships to subsidize their expenses during their MSAT education. A specialized team of financial aid counselors are available to determine and individualized financial plan that is acceptable to each student. More information regarding tuition, fees and financial aid can be found here <https://bursar.temple.edu>.

For information on withdrawing from courses and refunds, please refer to the University Bulletin for the academic year in which you are enrolled.

SCHOLARSHIP INFORMATION

As an athletic training student at Temple University, there are a variety of financial aid awards in addition to the traditional forms offered through the University's financial aid office. Listed below are scholarships available to a limited number of qualified students. Selection is based on those eligibility requirements specific to the individual award.

NATA Scholarships

The NATA Research and Education Foundation awards scholarships annually. Students interested in applying for NATA scholarships should request the appropriate information from the Program Director or by downloading an application at www.natafoundation.org. The deadline for application is in February.

EATA District I and II Scholarships

The Eastern Athletic Trainers' Association (EATA) offers scholarship monies to outstanding athletic training athletic training students. Contact the website (www.goata.org) for information. The deadline for application is November.

PATS and ATSNJ Scholarships

The Pennsylvania Athletic Trainers' Society (PATs) and Athletic Training Society of New Jersey (ATSNJ) offer several scholarships to outstanding students pursuing undergraduate degrees in athletic training. Contact the respective website (www.gopats.org or www.atsnj.org) for information.

College of Public Health

Several scholarships/awards are available through the College of Public Health. Some have grade point average requirements while others have specific criteria that must be met. Log-in to Academic Works for more information about the various scholarships/awards. There is one Athletic Training specific scholarship, "The AT Prize." See Academic Works for more information, including the award criteria.

HEALTH INSURANCE REQUIREMENT

As an emerging healthcare professional, your own personal health is of utmost importance. If you are ill or injured, you may not be able to adequately perform required tasks associated with the didactic or clinical experience portions of the curriculum. During the entirety of the program, every student must maintain personal health insurance coverage (i.e.- during didactic and clinical experience portions of the curriculum). Temple University has health insurance plans to choose from or every student is able to choose their own personal plan. There is no required level of coverage, but each student needs to provide proof of health insurance at orientation. During the program, you may be required to show proof of health insurance coverage for various reasons including clinical experiences. Every student within the College of Public Health is automatically enrolled in a student accident insurance policy, but this does not cover personal healthcare coverage.

DURATION OF THE PROGRAM

It is the AT Program faculty's expectation that students complete the program in two (2) years. There may be instances when students need to take a leave of absence or are dismissed for academic performance reasons. In the case of a leave of absence, each request will be reviewed by the faculty on an individual basis and in a timely fashion. All University policies will be followed regarding these instances. Regardless of the circumstances, students must complete the MSAT program within five years after admission. The terminal clinical experience must be completed within one year of the end of didactic work and within the five-year period.

GRADE REQUIREMENTS

College of Public Health Grade Requirements

At the time of graduation, a student must have a minimum cumulative grade point average of 3.0 and no incompletes (I's) or not reported (NR's) grades on the transcript. Students who receive two grades below B- or one F grade will be dismissed from the Program for substandard performance.

For policies on academic standards refer to the College of Public Health Graduate Student Handbook: <https://cph.temple.edu/academics/academic-advising-and-student-resources>

Athletic Training Program Grade Requirements

Progression Policy

Students must obtain a B- or higher in every AT course in order to progress to the next semester. Students receiving a C+ or lower are not permitted to progress into the next semester.

Grading System

The AT Program adheres to the College of Public Health's grading scale. Specific grading and raw score cut-offs for grades will be established by each instructor and listed in each course syllabus.

Grading Scale:

93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

Repeating a Course

A student must take a leave of absence and return the following year to retake a course that received a C+ or lower. Students may repeat a course once to earn a higher grade; only the highest grade earned will be used in calculating the grade point average (*University Policy 02.10.12; Graduate School Policy 02.24.15*).

Students are responsible for completing the paperwork associated with the leave of absence (LOA). Students are responsible for tuition and fees associated with retaking the course. The student will work with the Program Director and Academic Coordinator for a LOA and subsequent registration.

ACADEMIC ACCOMMODATIONS

The Americans with Disabilities Act and the Rehabilitation Act affords students the opportunity to seek reasonable accommodation to help in their academic success. There may be many reasons for students to seek accommodation. Academic accommodations are one of the most frequently sought accommodations. According to Temple University's Disability Resources and Services (DRS) academic accommodations may include:

- Test taking accommodations
- Sign language/CART
- Assistive technology
- Alternate format materials

- Note taking

A student seeking academic accommodations must schedule an intake meeting with the DRS. A DRS coordinator will work with the student to determine appropriate reasonable accommodations for the classroom and/or clinical experiences. The student will receive an accommodation letter from DRS that documents the recommended accommodations. It should be noted that receiving an accommodation letter does not automatically require faculty (including clinical instructors) to make the accommodations. The accommodation letter will be delivered to the instructor via the MyDRS system. The MSAT student is required to meet with the faculty member for each course to review the accommodation request. In some cases (i.e., clinical experiences) some academic accommodations may not be feasible. If the faculty member agrees with the accommodation request, they will sign off and discuss an implementation plan with the student. If the student is seeking academic accommodation, they must meet with and provide each instructor with documentation from DRS at the start of each semester about needed accommodations. If the faculty member does not agree with the accommodations, the faculty member and the student may need to meet with DRS to determine an appropriate course of action.

Accommodations for practical skill testing may be more challenging to accept. For instance, if additional test taking time is identified by DRS, this applies to written components of examinations only. Any psychomotor components of an examination (e.g., practical examinations) must be completed in the time allotted by the course instructor for the rest of the cohort. Students requiring additional test taking time will be afforded additional time to practice the required psychomotor skills prior to the practical examination. The student should notify course instructor if the student wants to conduct additional practice with the course instructor. If there is a written component to the practical examination, the student with an additional time or environmental accommodation will be accommodated.

The following recommendations indicate the process the faculty of MSAT Program in the CPH will utilize to address reasonable academic accommodations.

- All MSAT students that have written testing accommodations are required to take the exam according to DRS policy and in their testing center.
- It is our intention to help prepare students for their career as an athletic trainer. In order to earn certification to practice, the student must pass the Board of Certification (BOC) examination. Receiving accommodations for this examination may be more challenging and require official documentation from your medical provider. Any student that may wish to seek accommodations should consult with faculty, DRS at Temple and contact the BOC.

<http://www.temple.edu/studentaffairs/disability/accommodations/accommodation-letters.html>

INCOMPLETE GRADES

As specified in the Graduate Bulletin of Temple University (#02.10.13), the assignment of an “I” presumes that the student has completed the majority of the work at a passing level at the point when the “I” is assigned. Incomplete grades are to be used to respond to an intervening event, such

as a death in the family, an extreme illness in the family, or personal extreme illness and not intended to defer failure in a course.

The assignment of an “I” grade is allowed only after completion of a written contract for the completion of the work. The contract must be signed by the instructor of record for the course and the student. The contract must contain the specific outcomes and timelines necessary to convert the “I” grade into a passing grade. A copy of the written contract must be provided to the AT Program Director, HRS Department Chair, the student signing the contract, and the Associate Dean for Academic Affairs in the College of Public Health. A copy will be maintained in the student’s departmental file. The incomplete grade contracts are only valid once they are approved by the Dean or the Dean’s designee. At the time that grades are submitted, the course coordinator will assign the “I” grade along with the grade (alternative grade) that the student would have earned without the inclusion of the “I” grade. If the “I” grade is not cleared within one year, the alternative grade will become the official grade of record for the course.

Incomplete grade contracts must be completed in a timely fashion. Barring extreme circumstances and acknowledging the difficulty in placement for clinical education, most “I” grades must be completed within one month. Depending on the type of facility and the course content required for performance at the scheduled facility, the Director of Clinical Education, MSAT Program Director, and Chair of the Academic Status Committee will consult with the course coordinator and determine whether the student can progress to the clinic with an incomplete grade in that particular course.

An “I” grade cannot satisfy a prerequisite. A satisfactory letter grade must be obtained in a prerequisite course prior to matriculation into the subsequent course. A student with an unresolved incomplete grade on their official academic record cannot graduate from Temple University.

COURSE TRANSFERS AND WAIVERS

Normally, neither transfer credits nor course waivers are offered as part of the MSAT curriculum. If a student believes that there are sound reasons for an exception to this rule, they may request such transfer or waiver.

CONTINUOUS ENROLLMENT/REGISTRATION

To remain in Academic Good Standing, a graduate student must maintain continuous enrollment (i.e., 1 or more credit hours for each semester) from the semester of matriculation through the semester of graduation. Each student is responsible for registering him/her/themselves for courses with general guidance provided by the MSAT Program Director. A student must be appropriately registered for all identified courses and will not be permitted to attend a course for which they are not officially registered. A student who is not on the published grade list for a course may not receive a grade or credit for that course. Every student is advised to utilize Self-Service Banner to confirm billing and registration status, particularly when adding a course, dropping a course, or otherwise revising the roster. Each student is ultimately responsible for ensuring accurate registration. Please note that any student who is registered for a course but does not attend will be billed for the course and will receive a final grade of “F” from the course coordinator.

The only exception for continuous enrollment/registration is for a student who has been granted an official leave of absence from the program. A student may request a leave of absence for any number of reasons. However, with the exception of a serious condition or situation, a student will not be granted more than four cumulative semesters of leave in accordance with the Graduate School policy. Because MSAT students must be enrolled in summer courses, the summer must be included in a leave of absence request if appropriate. Because of the “lock step” nature of the MSAT curriculum, a leave of absence means that the student must wait a year to return and resume courses. In most instances this means that a student requesting an initial leave of absence will need to request more than 1 semester of leave. A leave of absence does not extend the time allotted toward degree completion.

Specific details can be found at:
<https://registrar.temple.edu/leave-of-absence>

GRADE APPEAL

Only a final course grade may be appealed by the student. If the student’s academic performance results in either a grade of F or a third substandard final grade (below B-), the student is automatically dismissed from the MSAT program per the policy of the Graduate School and the MSAT Program. In such cases where dismissal from the program results from the receipt of a substandard grade, the appeal of the grade on behalf of the student can occur concurrently with the appeal for reinstatement back into Temple University. Regardless, student concerns connected to individual assignments such as examinations, term projects/papers, lab grades, etc., are to be handled between the individual course instructor (or course coordinator) and the student. Procedures are found within the College of Public Health Grade Grievance Policy.

ACADEMIC REVIEW AND APPEAL FOR REINSTATEMENT PROCEDURES

Students are required to demonstrate satisfactory academic performance in courses in both the didactic and clinical education coursework. A student may be dismissed from the program for substandard performance in didactic or clinical education experience coursework.

The student will receive notification in writing by the Dean of the Graduate School at the end of the academic semester for any performance at a substandard level.

Implications for dismissal: The lock-step nature of the MSAT program is such that coursework occurs in sequence, and prerequisite courses must be successfully completed prior to moving on to the subsequent academic semester. Depending on the remediation plan, a student may not progress with their current class and the dismissal may result in delay of graduation by one year or more. This may cause significant financial implications for the student.

Reinstatement: When a student is dismissed from the MSAT program for substandard performance, the dismissed student can choose to submit a formal petition for reinstatement or choose to remain dismissed. A petition for reinstatement is not a guarantee of reinstatement.

Reinstatement procedures: Reinstatement appeal process will be outlined in the dismissal letter. The dismissed student decides on whether or not to petition for reinstatement. A dismissed student

will not be able to enroll in MSAT coursework. If the dismissed student is successful with their Petition for Reinstatement, they will be allowed to enroll in coursework dictated by their remediation plan. The University requires that students pay full tuition for all courses they are required to repeat.

According to Graduate School policy, in the event that the reinstatement petition is denied, the student has the right to appeal the decision based on procedural grounds only. (Temple University Policy - 02.29.14). If reinstated to the MSAT program, the student will be given only one opportunity per course to repeat that course (didactic or clinical experience) and must meet all performance standards that are outlined in the remediation plan.

Remediation plan: The student should note that any reinstatement recommendation will include both specific recommendations designed to utilize all available University resources and a personalized curricular plan for any remaining coursework.

ETHICS AND ACADEMIC INTEGRITY

All students are expected to abide by the ethical norms and expectations for academic honesty as described below. Students should always reflect the behavior expected of a practicing athletic trainer. As professionals, the athletic trainers' first responsibility is to the fiduciary relationship with their patients and clients. Their behavior should never violate this trust.

Academic Integrity

Each student is expected to maintain the highest levels of academic integrity and honesty throughout the MSAT program. The information contained in the Graduate School Policy on Academic Honesty, the Temple University Student Code of Conduct, and the CPH Graduate Student Handbook can help the student to specifically identify the basis for academic dishonesty, penalties, and disciplinary procedures. Academic dishonesty includes plagiarism, violating the rules of an assignment, and cheating on examinations, including take home examinations. At the minimum, the penalty for plagiarism, violating the rules of an assignment, or cheating on an examination is a grade of "F" on the examination or assignment. In addition, the violation may result in an "F" in the course and therefore, dismissal from the program. Faculty members can only be assured of the knowledge, ability, and skill of a student to safely and effectively provide athletic training care through an honest appraisal process.

Students are responsible for reviewing and abiding by policies set forth in the Temple University Graduate School Handbook.

Chat GPT/AI

Students must refer to the syllabi and individual assignments directions of the use of ChatGPT or other AI software. Anything outside of the written policy is deemed academic dishonesty.

CODE OF CONDUCT

A student is in violation of the Code of Conduct whenever the student commits, attempts to commit, aids, facilitates, or solicits the commission of, or acts in concert with others in bringing about the behavior or acts regulated or prohibited by any of the following:

- Academic dishonesty and impropriety, including plagiarism, fabrication and academic cheating. This includes helping, procuring or encouraging another person to engage in academic misconduct.
- Interfering with or disrupting the conduct of classes or any other normal or regular activities of the University

There are a total of 42 actionable items listed.

Should the University Disciplinary Committee (UDC) determine that a violation of the Temple University Code of Conduct has occurred; the student is subject to any of the following sanctions – alone or in combinations:

- Letter of reprimand
- Withdrawal of student social privileges
- Fine
- Academic sanction
- Probation
- Suspension
- Expulsion
- Alternative sanctions

Excerpts from the CPH Graduate Student Handbook:

As a student enrolled in a program of professional study within the CPH, the student is expected to abide by standards of professional conduct. Applicants and matriculated students should contact their dean's office to review school/college policies. Each student should also contact their graduate mentor to review current requirements. This request for explicit contact between student and graduate advisor is necessary because some programs impose more stringent requirements than those set by the Graduate Board and the Graduate School. A complete listing of Graduate School policies and procedures related to professional behavior can help guide the student should difficulties arise.

The penalty for plagiarism or violating the rules of an assignment or cheating on an examination is, at a minimum, the assignment of an "F" grade. In addition, engagement in the act of plagiarism may result in an "F" grade for the course, dismissal from the program, and/or referral to the UDC.

Issues of academic dishonesty or violations of the code of conduct should first be addressed between the faculty member and the student. The Departmental Chairperson may become involved at the request of either the faculty member or the student. If the Chairperson is unable to successfully resolve the situation between the faculty member and the student, the Chairperson has the prerogative to call for the meeting of the departmental Professional Development Committee (PDC). Should the involvement of the PDC fail to resolve the issue at this level, the student, faculty member, the Departmental Chairperson, or the Chairperson of the PDC may choose to take the case forward to the Dean of the CPH.

The Dean may intercede directly at this point or convene a meeting of the UDC or exercise the prerogative to convene a CPH Academic Review Board (ARB) as deemed appropriate. The ARB hears those cases of academic dishonesty as it affects a final grade; unlike the UDC, it does not deal with suspensions, dismissals, or fines. Should the matter go before the ARB, the faculty member and the student shall provide the ARB with written accounts of the incident. All decision or recommendations should be made in writing within 10 working days.

MSAT PROGRAM STATEMENT ON ACADEMIC INTEGRITY AND PROFESSIONALISM

Purpose:

The MSAT program Statement on Academic Integrity and Professionalism exists to assist MSAT students understand and demonstrate the highest standards of academic integrity, honesty, and professionalism in their interactions with patients, colleagues, faculty, students and administrators. All professionals and members of the academic community inherently adhere to these beliefs and remain intolerant of clear violations by other members.

Expectations:

A student accepting admission into the Temple University MSAT community takes on an obligation to promote the welfare of the program and assumes certain rights and responsibilities. Each individual member of this community is responsible for their own actions and is expected to respect the rights of others. The Temple University MSAT community affords every student certain rights that are essential to the educational mission of the university and its mission. These rights include, but are not limited to:

- The right to have access to and participate in the academic and non-academic opportunities afforded by the University, subject to applicable standards or requirements.
- The right to freedom of thought and expression.
- The right to be free from discrimination on the basis of race, color, gender identity, sex, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or non-disabled veteran.
- The right to fair University judicial process in the determination of accountability for conduct.

A student is also expected to exhibit responsible behavior regardless of time or place. Failure to do so may result in disciplinary action by the program, College and/or University. Depending on the nature of the action, the discipline may range in time (e.g., immediate vs delayed) and severity (e.g., less to more severe). Responsible behavior is a standard of conduct that reflects higher expectations than may be prevalent outside the University community. Responsible behavior includes but is not limited to the following obligations:

- Refrain from activities that have an effect of or intent to interfere with the education, pursuit of knowledge, or fair evaluation of the performance of any student. Examples of such activities include but are not limited to the following definitions:

- *Cheating*: The use or attempt to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, accessing and/or utilizing unauthorized sources during the assessment, etc. For assessments delivered in an online format, students may not alter the computer parameters or settings to create an unfair advantage. Additionally, not other materials are permitted unless strictly with the approval of the faculty member. Assessments in the online format should also be done individually and not in the same proximity to another student.
- *Plagiarism*: The use of the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.
- *Fabrication*: The submission of contrived or altered information in any academic exercise. Example: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.
- *Multiple Submissions*: The submission, without prior permission, of any work already submitted to fulfill another academic requirement.
- *Misrepresentation of Academic Records*: The misrepresentation of or the tampering with or an attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to Temple University. Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume, etc.
- *Facilitating Academic Dishonesty*: The deliberate fabrication, sorting, manipulation, exclusion or resultant suppression of data or statistical testing in the classroom, laboratory, or clinic. Knowingly helping or attempting to help another violate any provision of the Code. Example: working together on a take-home exam, sharing of assignments that are supposed to be completed individually, etc.
- *Unfair Advantage*: An attempt to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, etc.
- To respect the health and safety of others. This includes threats of physical violence against another person (including sexual violence) and disorderly conduct. In addition, the possession of dangerous articles (such as firearms, explosive materials, etc.) on University property or at University events is prohibited without University authorization.
- To respect the right of fellow students to participate in university organizations and in relationships with other students without fear, threat, or acts of hazing.
- To refrain from conduct that infringes upon the rights of other students, employees and faculty. The University condemns hate speech, epithets, and racial, ethnic, sexual and religious slurs - whether written, electronic or oral. However, the content of student speech or expression is not by itself a basis for disciplinary actions; rather student speech may be subject to discipline when it violates applicable laws or University regulations or policies.

- To refrain from stealing, damaging, defacing, or misusing the property or facilities of the University or of others. This also prohibits the disruption of university computing services or interference with the rights of others to use computer resources.
- To be honest and truthful in dealings with the University about one's own identity (e.g., name or Social Security number), and in the use of university and other identification.
- To comply with all contracts made with the University, such as Clinical Education Services contracts.
- To comply with policies and regulations of the University and its departments (e.g., the University's Guidelines on Open Expression, Anti-Hazing Regulations, Drug and Alcohol Policies, Sexual Harassment Policy, etc.).
- To comply with federal, state and local laws.
- To adopt and maintain the ethical standards consistent with the behaviors outlined in the Code of Ethics of the National Athletic Trainers' Association.
- Adhere to Professional classroom/clinic/laboratory behavior that include, but are not limited to the following:
 - *Appearance*: Laboratory attire should be appropriate to allow laboratory objectives to be met. Clinical appearance is based upon site policy. Business casual attire should be worn for all presentations.
 - *Classroom*: Students should be punctual for all laboratories, lectures and presentations, both at the beginning of class and after breaks. Minimal disruption should occur if a student needs to leave the classroom or laboratory. Food, of any kind, is not permitted in the instructional spaces. Drinks within a covered, spill-proof container are permitted.
 - *Test Behavior*: During an exam, eyes should be kept on the test paper or computer. There will be no talking during an exam. Cell phones should be turned off or placed on vibrate. Faculty members will individually decide on standard examination room behavior – for example, putting backpacks and coats in the back of the room, random row assignments with optional seating, etc. and will notify students of these behaviors prior to the examination. Faculty members are encouraged to occasionally walk around and observe the testing site.
 - *Room Cleanliness*: Prior to leaving the laboratory or classroom, all linens, paper, equipment, and furniture should be correctly disposed of or stored. All students and faculty should disinfect all surfaces before and after use.
 - *Infection Control*: Hand washing and equipment cleaning should be performed between patient and/or contacts. This includes wiping down mats and equipment before, in between and after student/faculty/patient contact.

NOTE: If a student is unsure whether their actions constitute a violation of the Code of Academic Integrity and Professionalism it is that student's responsibility to consult with the instructor or their mentor to clarify any ambiguities.

POLICY ON ABSENCE AND/OR LATENESS

The AT curriculum is designed as a total learning experience. Courses build on previous and concurrent course knowledge, skills, and values. Therefore, attendance to all classes is expected.

Lecture & Lab Courses: Class attendance and participation are essential. Attendance is required at each class session for all courses. Students are expected to be on time for classes and stay for the duration of all classes. Absence or lateness requires a reasonable notice to the instructor, with a CC to the program director, prior to the start of class time via e-mail.

Excused absences are those called and/or emailed in and approved by the instructor prior to the start of class in emergency situations. Examples of excused absences are: illness, injury, death in family. Having to go to work, studying for an exam, non-emergent medical appointments or attending a family vacation/event are NOT excused absences.

Absence or lateness beyond three times during the semester for all courses combined will result in a 3-point reduction in the student's final grade. Each session missed beyond three will result in a 3-point reduction in that course's final grade. Please note, lecture and lab are considered two separate sessions. For example, a student has one absence/lateness in course A and 1 absence/lateness in course B lecture and lab, totaling 3 missed sessions. These are followed by an absence/lateness in course C and will result in a 3-point deduction from their final grade in course C. While absences may total three, no more than two absences may be from a course lecture or lab. This policy reflects professional expectations in the workplace and is instituted to assist students in developing required professional behaviors.

In case of religious holidays or anticipated medical absences, the student must provide written notice to the instructor including the dates and times by the end of the first two weeks of the semester. Students excused for religious holidays will not lose points.

Students who need an extended absence of more than one week should meet with the program director and course instructors to review their rights and responsibilities for an extended absence and to develop a plan to remain in good academic standing.

For absences beyond two weeks, students are required to meet with the program director to determine a plan of action. The plan may include, but is not exclusive to, an incomplete grade for a course, leave of absence, or withdrawal from a course or the program. Additional documentation, from within the University or from outside of the University, may be required for absences longer than two weeks.

Students are expected to sit for all examinations at the scheduled time. Make-up exams will be arranged only if the student has a serious illness, death in the family, or religious holiday and notifies the instructor prior to the time of the examination (the student will be required to provide documentation). Make-up exams are to be completed within one week before or after the absence. It is within the discretion of the course instructor to determine the day of the make-up exam. A grade of "0" will be awarded for any exam that is missed.

If a student is absent from an individual or group presentation, a grade of "0" will be awarded.

Arriving habitually late, leaving early or turning off your webcam during synchronous sessions may be counted as an absence. Not participating in assigned discussion threads may also be considered an absence.

To achieve course learning goals, students must attend in-person classes, and/or participate in classes or portions of classes that are taught remotely, to the extent that they are able. However, if you feel unwell or if you are under quarantine because you have been exposed to the virus, you should not come to campus, and you will not be penalized for your absence. Instructors are required to ensure that attendance is recorded for each in-person class session. Students should contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so. Faculty and students agree to act in good faith and work with mutual flexibility. Students are responsible for communicating with SHS regarding their health and sharing that information with course instructors. The expectation is that students will be honest in representing class attendance.

POLICY ON EMAIL USE

Every student is required to obtain and use a Temple e-mail address. Because faculty members use these addresses to convey important information, every student should check their Temple email account at least daily during the semester. After admission to the MSAT program, you will be assigned a “tu#” Temple e-mail. The letters “tu#” are followed by several numbers. To facilitate communication and recognition by faculty and other students, you will be required to convert this “tu#” e-mail address to one that contains some semblance of your name (preferably “first name.last name@temple.edu”). Please Note: You should have a period (.) between your first and last name.

The following procedure can be used so that your first name and last name will appear on e-mail addresses. You will create an alias so that your e-mail alias will be your “first name.last name@temple.edu”.

Steps to Obtain Proper e-mail Formatting:

1. Update your listing in the Temple University Cherry and White Pages.
2. Click on UPDATE YOUR ENTRY
3. Click on the circle for e-mail Alias 1
4. In the box for e-mail Alias 1: type your first name.last name. Please be sure to put the “.” Between your first and last name.
5. Click on SUBMIT When you click on SUBMIT, it will take you to another page.
6. Type in your AccessNet Password in the box provided
7. Click on Commit Changes. When you click on Commit Changes, it will take you to another page that states that your Directory entry has been updated and a confirmation will be sent to your account.
8. Exit the Browser because you are finished.
9. You should now receive messages with your firstname.lastname in the heading rather than the tux00000.

POLICY ON CELL PHONE USE

Cell phones and other electronic devices are allowed in class. However, the following conditions are in effect:

- All devices are to be set to a silent/vibrate mode at all times during all class activities.
- Students and faculty members should leave class to answer calls and/or texts only when they are believed to be of an urgent nature.
- If a student is expecting a call or text of an urgent nature, the student has the responsibility to notify the faculty member at the start of class of the potential for a disruption.
- If a faculty is expecting a call or text of an urgent nature, the faculty member will inform the class of the potential of a disruption.
- Any student who receives a call or text with sound, without prior notification, may be asked to leave the class.
- Any student who receives a call or text with sound, without prior notification, during an examination may be asked to turn in all testing materials immediately and leave class.
- This policy is amendable at the discretion of individual faculty members.

POLICY ON PATIENT PRIVACY

All patients have a right to privacy. Specific privacy rights are specified in the Health Information Portability and Accountability Act (HIPAA) as well as the Family Education Rights to Privacy Act (FERPA) from the Department of Education with links housed within Exxat. All MSAT students will be enrolled in and must complete the Temple University HIPAA Training in Exxat Approve. Students may be expected to download proof of completion of the course for their clinical education site. All students in the program are expected to honor these rights in their conduct in both didactic and clinical portions of the program. All documentation about patients provided in classroom assignments and activities must completely hide the identity of the patient. This means not using a patient's first or last name or any other data that would make it possible to identify the patient. Any data collected at clinical sites for these activities shall be collected in a manner consistent with the policies of the health care facility. Generation or use of patient data at health care facilities in the conduct of any didactic or clinical activities shall be consistent with HIPAA/FERPA regulations and facility policies.

PROFESSIONAL DEVELOPMENT UNIT (PDU)

The purpose of the Professional Development Unit (PDU) Initiative is to:

- encourage students to pursue current and future professional development activities;
- ensure that students become involved and engaged in a variety of different professional development experiences while matriculating through the ATEP;
- make students more marketable to prospective graduate schools and/or employers;
- allow students to become accustomed to participating in future professional development activities.

By the end of the student's final semester, every athletic training student (ATS) must accumulate a total of at least **50** Professional Development Units (PDU). This amount is required because

Certified Athletic Trainers are required to obtain a minimum of 50 Continuing Education Units (CEUs) every two years, so this is designed to prepare you for those requirements. Acceptable activities are listed on a separate page. Similar to CEU requirements for ATC credentialed professionals, progress should be continuously made toward the required **50** PDU to avoid the need to “cram” for activities at the end of the program. Each ATS must complete a “Professional Development Unit Verification Form” after each particular activity has been completed and ***attach appropriate documentation/verification (certificate of attendance, name badge, supervisor letter, etc)***. The verification form and adequate documentation must be verified (signature) by each mentor of each activity. Activities must be signed and dated by the mentor within 1 week of the activity. The ATS is responsible for submitting the verified documentation to the course instructor for ATHT 5852: Transition to Clinical Practice. Fulfillment of this requirement will be reflected in the grade.

All of the required forms can be found in Appendix B.

CLINICAL EDUCATION

The students will participate in clinical education experiences at local colleges, high schools, sports medicine clinics, general medicine facilities. Attempts will be made to affiliate with professional teams and organizations, in addition to other special events that might occur in the community. In all clinical experiences, students must be supervised by a BOC certified and state credentialed athletic trainer or other licensed healthcare worker, who is a preceptor associated with the ATP. The majority of the clinical education hours obtained by the Athletic Training Student will be accumulated during team coverage that occurs between the hours of 5:30 AM-8 AM and 12:00 PM - 9:00 p.m., Monday through Friday and various weekend hours. *All hours are site-dependent and subject to change.* Clinical education rotations also may include traveling when accompanied by a preceptor. A preceptor will supervise each student and evaluate each student on their performance and clinical proficiency using Exxat.

Direct Supervision

For the clinical component of the ATP, the students must be supervised by preceptors. The ratio of no more than 6 students for every one preceptor will be maintained. The preceptors will provide direct supervision in the form of direct visual and auditory contact with the student at all times. Within the ATP, athletic training clinical experiences coincide with various athletic training courses. **Any unsupervised clinical education experience is in violation of CAATE Standards and ATP policy and is not permitted under any circumstances.** Doing so may affect students' ability to become credentialed in the future.

Each semester, every ATS will be assigned to work with a specific preceptor. Students will not be assigned specific sports but will rather work with whatever sport or activity their preceptor is covering that day.

Requirements

Prior to starting the clinical education aspect of the ATP, students are required to meet the health, immunization and background check requirements of the ATP, College, and University **annually**. Health requirements and background check requirements are stored in CastleBranch.com. Due to a federal law called The Fair Credit Reporting Act, students are required to sign a "Disclosure and Authorization Regarding Background Investigation" prior to registering with Approve. See Appendix [JN](#) for the form.

Background checks must be completed and be current prior to starting at a clinical site. Background checks are good for 5 years, however some clinical education sites may require students to complete these more often. All background checks must be current through the entirety of clinical experiences. Students must have a physical examination, proof of immunity (i.e., records and titers), and current Emergency Cardiac Care certification on file with Exxat Approve prior to beginning their first clinical experience. Proof of PPD must be updated annually through CastleBranch.com. Any associated cost is the student's responsibility. For a full list of submissions to Exxat Approve, see Appendix E.

Specific sites may have additional requirements such as pre-employment physicals, employee orientation, HIPAA Compliance Program Completion, or other additional requirements which

must also be satisfied in order for the clinical education experience to begin. Any associated cost is the student's responsibility.

Clinical Education Hour Limits

In an effort to help promote a clinical education experience that complements your didactic education, students in the first year of the program are limited to **30 clinical hours a week** (defined as Monday- Sunday). Second-year students in a non-immersive clinical education experience are limited to **40 clinical hours a week** (defined as Monday- Sunday). Students participating in any of the three clinical immersions may not exceed **70 clinical hours a week** (defined as Monday- Sunday). If a student has a pressing reason to go above the maximum clinical hours (e.g., hosting a tournament), the student may submit a petition to the CEC a minimum of 1 week prior. This must be approved prior to going over the maximum hours.

Documentation of Clinical Education Hours

Clinical education hours accumulated under the direct supervision of a preceptor **must be recorded** by the ATS via Exxat and will be approved by the supervising preceptor. All hours must be recorded within seven days. **Students may not complete undocumented hours, as this is in direct violation of CAATE standards.**

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

Clinical hours may be recorded during the following:

- Set-up for practice/competition and clean-up after practice/competition
- Preparing the athletes for practice/competition
- Treatments before and after practice/competition
- Injury evaluation/Clinic with a team physician
- Rehabilitation
- In-services
- Administrative duties
- Clean-up and stocking of the cabinets/drawers in the athletic training room, including kits.
- Hours working with a Preceptor on clinical proficiencies.

Clinical hours may NOT be recorded for the following:

- Time when traveling with a team.
- Commuting to and from clinical site
- Team meetings
- Team meals

Absence from Clinical Experiences

If a situation arises where an athletic training student cannot attend a clinical experience, they must email the preceptor and the Clinical Education Coordinator beforehand. Failure to do so may result in disciplinary action and failure of the course associated with the clinical hours.

Acceptable reasons for absence include illness/injury, death in the family, accident/car trouble on the way to the site. Unacceptable reasons for absence include poor time management, outside job responsibilities, social engagements, “studying for a test,” and completing assignments.

Policy on Absences and/or Lateness:

Every student is expected to report to their clinical site according to the hours arranged by preceptor or Clinical Education Coordinator. Students must attend their clinical education during the assigned working hours, days, weeks, and clinical education time period.

Every student is expected to be on time as promptness is a professional behavior and only an excused absence or lateness will be permitted. Concerns from the student or preceptor regarding this policy should be addressed to the Clinical Education Coordinator.

When an absence is unavoidable, the student must contact the Clinical Education Coordinator and preceptor as soon as possible. This includes lateness to the clinical site. Students should submit the “time off” request located in Exxat.

Illness: Students with an illness or medical condition that may be communicable to patients or staff should not have contact with either. If students are unsure whether they should be in patient contact areas, they should seek medical advice for evaluation of their work status. Students are to comply with the clinical center’s policies and procedures for patient care activities.

If the student misses a single day of internship for any reason, it is up to the discretion of the Clinical Education Coordinator and preceptor whether the day should be made up. Absences for more than one day must be made up according to Temple MSAT policy, and documentation from a medical provider is expected. Excessive absences or abuse of the sick day policy cannot be excused.

Planned Absence: Anytime an athletic training student is seeking an approved absence, they must have written request and approved by the clinical education coordinator greater than 2 weeks prior to the potentially scheduled absence. The absence will be considered unapproved if the student does not comply with the timeline or misses without written approval by the clinical education coordinator. Medical procedures (unless emergent), prolonged personal business, and vacation should not be scheduled during clinical internship periods. Students will not be excused from their clinical experience for personal business. Students with religious obligations should complete the Exxat “time off” request form at the beginning of the semester.

Lateness: Students must call the preceptor as soon as possible if they are going to be late. If the preceptor cannot be reached for any reason, the student must contact the Clinical Education Coordinator. Persistent tardiness may jeopardize the student’s successful completion of the goals for clinical education.

Dress Code

Clinical experiences require specific attire. Athletic training students should clarify the dress code for their specific clinical assignment with their preceptor prior to the first day. Athletic training students who do not comply with the dress code for their clinical experience may face disciplinary action (see discipline form, Appendix C).

All students are expected to wear the following uniform (unless more formal attire is required by the clinical site):

- Polo or dryfit shirt, plain or with a Temple University/site specific logo or one given by the clinical site only.
- If warranted, sweatshirt or jacket with Temple University/site specific logo or plain.
- Solid color, neat, khaki-style pants or shorts.
- Name tag, which ***must be worn*** to allow patients to differentiate between students and credentialed clinicians.
- Note: Some clinical sites may require specific branding to be worn due to contracts with sponsors (e.g., Nike logo rather than an Adidas logo).

For outdoor events, students should be prepared for inclement weather. Additional clothing is acceptable under the following conditions:

- Clothing is approved by the preceptor.
- Closed toe shoes that allow the ATS to perform any care within their scope of practice.
- Clothing does not contain vulgar, profane, or other inappropriate advertising (as determined by the preceptor). Please note that some collegiate sports will require specific branding to be worn on the sidelines.

For some indoor competitions, students should be prepared to wear dress clothes. Dress must be functional and appropriate for the event. The clothing should meet the following guidelines:

- Closed toe shoes that allow the ATS to perform any care within their scope of practice.
- Skirt or dress of appropriate length to be able to perform all skills.
- No low-cut or see-through clothing.
- No clothing that exposes undergarments or midriffs.
- No jewelry that may interfere with patient interaction.

Additional uniform guidelines:

- All shirts must be tucked-in at all times.
- All baggy or large pants/shorts must be worn with a belt.
- All shoes must be closed-toe.
- Clothing must be neat, clean, and ironed.
- Shorts must end above the knee but longer than the fingertips when arm is at your side.
- Students should wear a watch with a second-hand or timer to assist with clinical skills (i.e., taking a pulse).
- Hair and nails must be neat and maintained in a manner to professionally fulfill clinical responsibilities.
- Follow site-specific guidelines on piercings and adhere to OSHA guidelines.
- Prohibited attire:
 - o Tights, yoga pants, spandex
 - o Tank tops

- o Jeans
- o Ripped or torn pants

Cell Phone Use

Cell phones are only to be used for emergencies during clinical experiences. Cell phones cannot be used for personal calls, texting, or internet usage unless approved by the preceptor. Such devices must be set to silent or vibrate during your internship. Please note- your preceptor may be using their cell phone during clinical hours; however, that does not automatically afford you the same opportunity.

Electronic communication

Athletic training students should not accept or request any interaction involving social media with any current or former patient or athlete, regardless of whether the athletic training student is directly responsible for patient care. Athletic training students are encouraged to keep all social media accounts private. Furthermore, it is unacceptable, and may violate state practice acts to interact through social media, text messaging or email with patients or athletes who are minors, regardless of if they are currently involved in direct patient contact. Athletic training students should also refrain from sharing any materials related to patient diagnosis and care through social media, text messaging, or email. Any information disclosure is in violation of HIPAA and/or FERPA policies.

Confidentiality

Strict adherence to HIPAA and FERPA policies must be practiced at all times. Patient records are considered legal documents and cannot leave the designated clinical site. Any questions or concerns from anyone who does not need to medically know the information (e.g., coach, reporter, teammate), must be directed to the preceptor. Athletic training students may not discuss medical records with other student athletes or patients. Violation of confidentiality may result in disciplinary action and could be in direct violation of the NATA Code of Ethics, which could jeopardize the ability to practice as an athletic trainer. Athletic training students must submit a signed confidentiality form (Appendix [DG](#)) to the Clinical Education Coordinator by the end of the first week of each semester.

Students must also complete a confidentiality training module annually. Information regarding the training will be sent in an email to each student. Students must submit the certificate of completion to the Clinical Education Coordinator within 2 weeks of the initial email being sent out.

Social Media Policy

Students must follow the policy of the clinical site concerning the use of social media and other internet activities during clinical hours. Any issues concerning appropriate use of social networking may be reflected in the professional, legal and/or ethical items and may jeopardize a student's abilities to successfully complete clinical education.

In the absence of a facility policy, students should default to the following statement:

Any information that is posted by an individual on a social networking site is reflective of that individual. If the individual is identified as a Temple University and/or athletic training student,

the posted information is then reflective of the institution, the department and possibly even the profession. As a result, please remember that you are responsible for what you post!

When participating in social networking during clinical education and upon completion, the student MUST comply with all clinical facility HIPAA and FERPA policies. A violation of such policies may not only result in legal action against you but may also result in failure of a clinical rotation. Absolutely no reference to patients, clinical sites, or clinical instructors is permitted, even if names are not given or you believe you have blinded the identifying information.

Relationships with Patients

Athletic training students participating in intimate or social relationships (sustained or casual) with patients can lead to compromising situations for both patients and students. No athletic training student may engage in ANY relationship with a patient at a clinical site, regardless of whether the ATS is involved in direct patient care (this includes after clinical experience has ended). Relationships with patients can lead to immediate removal from a clinical site. If there is an existing conflict or a conflict arises, please contact the Clinical Education Coordinator immediately.

Professional Relationships with Preceptors, Coaches, or Other Site Administrators

To ensure the best educational experience, athletic training students and preceptors must develop and maintain a professional relationship. Any issues with a clinical site or preceptor must be brought to the attention of the Clinical Education Coordinator immediately for remediation. Intimate relationships (casual or sustained) with a preceptor are not permitted. Any conduct deemed inappropriate may result in disciplinary action, including removal from the site. If there is an existing conflict or a conflict arises, please contact the Clinical Education Coordinator immediately.

Clinical Rotations over University Breaks or Closures

Fall Semester: If the University is open during the semester, the students are expected to be at their clinical sites. In cases of inclement weather, please follow the University's TU Alert system for closures and delays. Students who wish to have time off for fall break or wellness days must complete the "time off from clinical" request form in Exxat.

Spring Semester: During the first-year spring semester, a clinical site's spring break may occur at a time that does not align with Temple University's spring break. Students enrolled in this clinical course are only permitted to participate in one spring break. Students must discuss with the preceptor at the beginning of the semester and determine when spring break will occur at the site and what clinical opportunities will be available at that time. If a clinical site's spring break does not coincide with Temple AND there will be no or limited clinical opportunities during the site's spring break, students will be required to attend clinicals during Temple University's spring break and may take time away from the clinical site during the site's spring break.

Please note: This does not apply for students in an immersion experience in year 2. Students will be required to attend clinical experiences over spring break if spring break occurs during the immersion experience.

Clinical Rotations in the Summer and/or During Winter Break (not associated with clinical immersion classes)

Clinical hours during the summer and/or winter breaks are optional* but must be with a preceptor at an affiliated site. The Clinical Education Coordinator must approve the request to complete clinical education hours during these time periods. Students are not required to attend pre-season practices and/or competitions prior to the first day of classes nor are they required to attend practices and/or competitions during winter break*; however, these can be very valuable learning experiences and students are encouraged to speak with the Clinical Education Coordinator. Students who complete hours outside of the academic calendar must be enrolled in a course with associated clinical hours. Information about course registration and requirements can be obtained from the Program Director.

Due to insurance and liability purposes, clinical experiences outside of the academic calendar must be approved by the Clinical Education Coordinator. Students must make a request in writing, at least 4 weeks in advance, with signed approval from the preceptor. The request must include the dates, number of anticipated clinical hours, clinical assignment, and preceptor's name and signature. Please note that a request does not guarantee approval.

***Exception- if you are enrolled in a course with a clinical component during these time periods**

Clinical Education Placement Appeal Process

Clinical Education Experience Placement Decisions: All clinical education site placements are determined by the Clinical Education Coordinator and are assigned as final placements.

Personal Circumstance Change: If a student's personal circumstance changes that impacts the ability to attend and complete fieldwork, the student must immediately notify the CEC. Personal circumstance changes include extenuating emergency, ethical, and legal situations. Documentation of the situation is required explaining the circumstances and how it will impact the ability of the student to attend and complete the clinical education experience.

Clinical Education Placement Appeal Process: The appeal process is only for extenuating circumstances that are brought forward by students who have received confirmation of the clinical education placement. Students have 5 business days from notification of clinical education placement to submit appeal.

Appeals for special consideration in placement are based on demonstrated need for one of the following reasons: extenuating circumstances (medical necessity, caregiver status) and students with disabilities who have identified themselves to Temple University Disability Resources and Services Office.

Appeals found to be made on false claims will be overturned and denied, and students may be removed from the program for unethical behavior.

The steps to submit an appeal:

1. Submit clinical education Appeal Form to the CEC.
2. CEC will review with the AT Program Director within two weeks of receipt of the appeal form for a decision.
3. The CEC will communicate the appeal to the student within one week of the review committee meeting.
4. If the student finds the committee decision to be unsatisfactory, the student must request a meeting with the CEC and the AT Program Director within one week of the receipt of the decision.
5. A student has a right to refuse the secured clinical education placement. In this case, the student will take a leave of absence until the AT clinical education course which is assigned to this placement is offered again.

Immersion Policy Regarding Immersion Placement Refusal

When a placement is offered to the student it has been confirmed, if a student does not agree to the site, it is considered a “Refusal of Placement”. Below are the steps and consideration regarding this policy.

Student Refusal of Immersive Clinical Education Site Policy

Considerations for Students:

- Refusal of a site due to location does not guarantee a site of the student’s choosing.
- Graduation and progression in the curriculum may be changed due to a refusal of the clinical education placement. The student will be placed the next time that course is offered.
- Identifying another clinical education site following the refusal of a clinical education site will take place once the other students who are on their regular clinical education placement cycle are placed in a site.

Student Refusal of Immersion Site Process

When a student refuses a clinical education site, they must complete the following steps:

- Submit a formal letter indicating a refusal of the clinical education placement to the CEC within one week of the appeal decision. The letter shall include:
 - Why the site is being refused.
 - Written agreement of understanding of process including agreement to take a Leave of Absence, delaying of graduation, and being placed at a later date.
 - Written understanding that the refusal does not guarantee a different site or closer location.
 - Written understanding that the clinical education policy was reviewed in the Student Handbook.
 - Sign and date the letter.

Clinical Education Costs

Students are responsible for any costs associated with a clinical education placement. In addition to Temple University full tuition and fees, expenses may include but not limited to transportation, parking, housing, meals, and other incidental costs (e.g., materials for projects, uniforms, clearances/medical requirements). The MSAT program will offer as much information about each clinical site as is available; however, it is the student's responsibility to confirm housing, transportation and other needs that they may have during their clinical experiences.

Housing, Transportation, and Food

1. Tuition as well as travel, living arrangements, commuting/parking costs, and day-to-day personal expenses may be greater than the expenses incurred during an academic semester.
2. Transportation and food are the sole responsibility of the student. This includes transportation expenses to and from the sites as well as between sites.
3. Students should expect that the commute to the site could be up to 35-mile travel one way whether using public transportation or private car from Temple's Main Campus.
4. The clinical site may require students to commute with a car between multiple locations.
5. Transportation and housing are not valid reasons for a clinical education appeal.

Employment during Clinical Education

Students are strongly discouraged from pursuing employment while they are completing immersive clinical experiences.

1. The hours of the affiliation are set by the facility. Students are expected to maintain the same work schedule as the assigned preceptor.
2. The weekly schedule will be determined by each preceptor and/or site.
3. Site hours and dates for clinical education experiences are not negotiable without the CEC's permission to discuss alternative hours.
4. During the clinical immersions (ATHH 5888, 5988) students are not permitted to work when there is any conflict with their clinical education sites.

Voluntary Withdrawal from Clinical Education

A student who refuses to return to an assigned clinical education experience without first discussing with the Clinical Education Coordinator, will be considered a voluntary withdrawal from the course, resulting in the failure of the course. If the student brings a concern to the CEC, it will be handled accordingly.

Critical Incidents at Clinical Education

Students are required to report all critical incidents to the CEC. When the incident occurs, the student should immediately notify the CEC. The student should complete an incident report as directed by the CEC, and then the student is to contact the CEC. Critical incidents include but not limited to catastrophic events, events that require emergency services/9-1-1, and other incidents considered critical. If a student is unsure if an incident is considered critical, they are to contact the CEC. Should the student, in the course of their clinical education experience, have a health-related incident or accident, they may need to complete a Student Accident Claim Form and forward it to the CEC within 24 hours of the occurrence.

Conflict of Interest

The following circumstances are deemed a conflict of interest and the student will not be placed at this clinical education site. A conflict of interest exists when a student:

1. has a family member may be in a supervisory capacity of the student or student's supervisor
2. has already accepted a job or is negotiating employment
3. was previously employed or
4. had an extensive volunteer/shadowing experience
5. was a member of the team or will be in close proximity to the team they were a member of
6. is in a relationship with a patient, preceptor, coach, or other administrator

Medical Marijuana

Policy Number: 04 Effective

**Date: 11/20/2023 Last review:
11/20/2023**

Issuing Authority: Office of the Dean

Title: Confirmation of Medical Marijuana Card for Students Involved with a Practicum Experience

1. **Scope of Policy:** This policy details the methods utilized by CPH for confirming appropriate documentation for students who have been issued a Pennsylvania medical marijuana card and have field or clinical practicum experiences as part of their program curriculum.
2. **Reason for Policy:** This policy is in place to ensure appropriate documentation is reviewed and is on file for students who have been issued a medical marijuana card in the state of Pennsylvania and have a field or clinical practicum experience as part of their program curriculum. Despite medical marijuana being legally available in numerous states for medical or recreational use, it is still illegal under the federal Controlled Substance Act. As an institution that receives substantial federal funding and student aid, Temple is regulated by federal laws. This includes not only the Controlled Substances Act, but also the Safe and Drug Free Schools and Communities Act and the Drug Free Workplace Act. Temple acknowledges however, that field and clinical practicum experiences in various locations may have different policies regarding the use of medical marijuana.
3. **Who Should Read this Policy:** All faculty and staff who might be placing a student for a clinical practicum or field work experience. All CPH students whose program has a clinical practicum or field work experience as part of their plan of study.
4. **Resources:**
 - a. Temple University Policy: Students Conduct Code: Policy # 03.70.12
 - b. Temple University Policy: Student Drug and Alcohol Policy: Policy # 03.70.12
 - c. **The Controlled Substance Act.** <https://www.dea.gov/drug-information/csa>
 - d. **The Safe and Drug- Free Schools and Communities Act.**
[https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20- chap70- subchapIV.htm](https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap70-subchapIV.htm)
 - e. **Complying with the Drug-Free Schools and Campuses Regulations**
<https://safesupportivelearning.ed.v/sites/default/files/hec/product/dfscr.pdf>

- f. **Drug Free Workplace Act** <https://www.hhs.gov/guidance/document/requirements-drug-free-workplace>
- g. **Pennsylvania Medical Marijuana Program:**
<https://www.health.pa.gov/topics/programs/Medical%20Marijuana/Pages/Medical%20Marijuana.aspx>
- h. **Pennsylvania Sunshine Act**
<https://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/65/65.HTM>

M

5. **Definitions:**

- a. **Medical Marijuana Card-State of Pennsylvania:** Under the law, Pennsylvania residents who have a serious medical condition as certified by an approved physician are considered medical marijuana patients. Patients register for an ID card and use that card to obtain medical marijuana at Pennsylvania dispensaries.
- b. **Pennsylvania Medical Marijuana Program:** The Pennsylvania Department of Health continues to implement the state's Medical Marijuana Program, signed into law on April 17, 2016. The Medical Marijuana Program provides access to medical marijuana for patients with a serious medical condition through a safe and effective method of delivery that balances patient need for access to the latest treatments with patient care and safety. This guide will connect you with medical marijuana resources and information for patients and caregivers, growers and processors, dispensaries, physicians, schools, and laboratories.

6. **Policy:**

- a. Students who are or will be engaged in clinical or internship experiences should be aware that they may be drug tested prior to or during these experiences.
 - i. Students should be aware that an affiliate site may deny a student access to the affiliate site without a negative urine drug screen, in accordance with local, state and federal laws.
 - ii. Students should further be aware that despite medical or recreational legalization, many health care employment opportunities require drug testing, and a positive marijuana drug screen may interfere with future job opportunities and/or the ability to obtain licensure.
- b. Students who have a Pennsylvania medical marijuana card will be required to provide a copy of their Pennsylvania Medical Marijuana Card to the Medical Review Officer at Temple University Employee Health as part of the urine drug screening process.
- c. Students who have legally obtained a card in the state of Pennsylvania, for medical marijuana, may be permitted to participate in clinical / practicum / fieldwork activities; this decision is at the sole discretion of the affiliate site.
- d. Once the medical marijuana card is validated by the Medical Review Officer at Temple University Employee Health, the Department of Clinical Affairs at the College of Public Health will confirm with the affiliate site that a student may participate in a practicum experience while taking prescribed medical marijuana as long as the student is not under the influence or impaired while on site.
- e. Notice of clearance will be communicated to the program and noted in the student's compliance profile in EXXAT / Approve.
- f. The highest level of confidentiality will be maintained at all times.
- g. Under no circumstances may a student be under the influence or impaired while participating in the clinical / practicum / fieldwork activities. Such activity is grounds for immediate

- dismissal from the affiliate site and could be grounds for other sanctions in accordance with Temple University Student Drug and Alcohol Policy (Policy # 03.70.01) and/or Temple University Student Conduct Code (Policy # 03.70.12).
- h. This issue is rapidly evolving, and students should keep apprised of applicable laws and regulations.

Record keeping: Documentation of the communication and approval for student participation by an affiliate site will be documented in EXXAT / APPROVE clinical practice management system where it will be locked down and will not be able to be accessible for view or download by the program.

Evaluations

ATHT 5287, 5487, 5687, 5888, 5988:

These clinical experiences continue to expand upon the didactic knowledge as well as to master the competencies and clinical integration proficiencies expected of an entry level athletic training student. These clinical hours are part of the course requirements for ATHT 5287, 5487, 5687, 5888 and 5988 and are directly supervised by BOC certified athletic trainers or other appropriately credentialed healthcare professionals. Students are required to demonstrate competency in a variety of clinical skills. Students will be evaluated by the supervising preceptor at the 5th week and at the conclusion of the semester for regular semester courses (i.e., 5287, 5487, 5687). During the clinical immersion and advanced clinical practice courses (i.e., 5888, 5988) the students will be evaluated by their supervising preceptor at the midway point of the clinical education experience. Students must also meet with the Clinical Education Coordinator at least once per semester. Emergency Cardiac Care certification must be current for the entirety of the experience.

Evaluation Procedures

Preceptors will provide informal and ongoing critiques or feedback to students regarding their performance. Formal evaluation of student performance will occur at the 5th week and at the conclusion of the semester for regular semester courses (i.e., 5287, 5487, 5687) and at the midway point for the clinical immersion and advanced clinical practice courses (i.e., 5888, 5988). Each clinical proficiency is graded using a Likert scale ranging from one (1) to five (5) or a yes/no criteria. Each score on the Likert scale corresponds to specific skills that the ATS must demonstrate to obtain that given score. A score of one reflects an inability to complete the skill whereas a score of two, three, four, or five reflects an ability to complete the skill at a below average, average, above average, and outstanding level, respectively. Successful completion of the clinical proficiencies includes the proper demonstration or instruction of a skill with a score of 3 or better from the preceptor.

The clinical proficiency evaluation forms for each level are provided to the ATSs on Exxat. The ATS is responsible for maintaining and possessing these clinical proficiency evaluation forms on a regular basis. At the beginning of the clinical rotation, the preceptor and ATS will review and discuss the clinical proficiency evaluation forms to inform the preceptor about the clinical proficiency mastery accomplished by the student.

The clinical site and preceptor are evaluated anonymously by Athletic Training Students at the conclusion of the clinical experience. All forms are available on Exxat. The ATS submits these evaluations via Exxat at the end of each clinical experience. At the conclusion of the academic year, the Program Director and the Clinical Education Coordinator provide the preceptor with general feedback, maintaining confidentiality, from the evaluation conducted by the ATSs. This feedback is provided to assist the preceptor in the improvement of the clinical site.

Transportation

Each Athletic Training Student is responsible for transportation to and from clinical sites throughout the entire ATP. This requires that each student has personal access to public transportation or a car. Any associated costs are the responsibility of the student. Sites vary from on-campus to 35 miles from campus for regular semester courses (i.e., 5287, 5487, 5687). Anything that is outside of this range can occur as agreed upon by the athletic training student and clinical education coordinator with approval from the program director. Immersive sites may

be local or anywhere in the US, but student preference will be taken into account as much as possible. Athletic training students will not be placed outside of the traditional clinical range as stated above except where the student has requested. During the immersive clinical experience, the students must have access to either public transportation or a car.

Transportation of an injured/ill patient

An athletic training student cannot be the primary driver in the transportation of an injured or ill patient. Per accreditation standards, athletic training students cannot assist a patient when not in direct auditory and visual contact with a preceptor.

Use of Athletic Training Professional Terminology

The field of athletic training is often misunderstood among other health care professionals. To help raise the level of awareness, athletic trainings students are asked to use appropriate terminology at all times.

Professional terminology

“Athletic training room or facility”
“Athletic trainer”
“Athletic training students”

Incorrect terminology

“Training room”
“Trainer” or “ATC”
“Student athletic trainers” or “Student trainers”

INTERNSHIP/VOLUNTEER POLICY

Participation in internships or volunteer opportunities outside of the ATP violates state practice laws. Students **can not** complete internships or volunteer time as an athletic training student. This jeopardizes the program’s accreditation status and may affect the student’s ability to seek Board of Certification and state credentialing.

CLINICAL EXPERIENCE AND ACCOMMODATIONS

Temple University is dedicated to full inclusion of students with a disability in all programs and services. The ATP maintains relationships with clinical sites that are accessible and works with clinical sites to arrange reasonable accommodations upon request. Anyone requiring clinical accommodations must contact Disability Resources and Services at: (215) 204-1280. For more information:
<https://disabilityresources.temple.edu/contact>

Process for requesting accommodations:

1. Student notifies Clinical Education Coordinator of the need for access or accommodations at clinical sites and obtains an Access/Accommodations in Clinical Experience form (Appendix E).
2. Student meets with Disability Resources and Services (DRS) staff to discuss access needs and appropriate accommodations for clinical placement.
3. DRS staff member determines reasonable accommodations, consulting with the ATP as needed, and generates a Clinical Accommodation Letter.
4. DRS staff member sends the accommodation letter to the student and Clinical Education Coordinator.

5. Clinical Education Coordinator communicates accommodations to student's preceptor, who works with Clinical Education Coordinator to make arrangements for access/accommodations.

TECHNICAL STANDARDS

GUIDELINES TO TECHNICAL STANDARDS

History and Rationale:

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

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

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

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

Use of the Guidelines:

The following Guidelines embody the physical, cognitive, and attitudinal abilities an Entry-Level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity. The Guidelines serve to recognize abilities essential to the development of these Entry-Level abilities. Further, the Guidelines reflect the necessary and required skills and abilities identified for the Entry-Level Athletic Trainer as detailed in the NATA Athletic Training Educational Competencies and the BOC, Inc., Role Delineation Study.

Technical Standards:

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

TEMPLE UNIVERSITY ATP TECHNICAL STANDARDS FOR ADMISSION

The ATP at Temple University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATP 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]). The following abilities and expectations must be met by all students admitted to the ATP. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

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

Candidates for selection to the Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and communicate the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Students enrolled in the ATP will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The **Temple University Disability Resources and Services Department** will evaluate a student who states they could meet the program's technical standards with reasonable accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states they can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Please see Appendix F for completion of form.

HEALTH REQUIREMENTS

Temple University's College of Public Health and CAATE requires all students enrolled in the ATP to complete a physical examination (Appendix G) by a MD/DO/NP/PA to verify that the student is able to meet the physical and mental requirements, with or without reasonable accommodation, of an athletic trainer. These are used in part to demonstrate that the student is able to meet the technical standards adopted by the ATP, and to provide proof of immunizations. Students who do not have these on file will not be allowed to begin clinical experience. The cost of the physical examination and the Hepatitis B vaccination are the student's responsibility. Students are required to have the PPD test performed at the Student Health Center on an annual basis.

The Technical Standards form containing the signature of the ATS documenting acknowledgement of this requirement is maintained by the Program Director of the ATP. All records are kept confidential and will not be released without the student's permission or court order.

BLOOD BORNE PATHOGEN POLICY

All students will participate in a yearly workshop or on-line refresher course on blood borne pathogens. Students must provide documentation to the program by the end of the first week of each semester that their training is current. This documentation of participation will be kept in the student's file. The following guidelines will be used to protect the caregiver and minimize the risk of transmission of blood borne pathogens before, during and after events:

Pre-event preparation:

1. Any existing healing wounds, abrasions or cuts that may be present on the caregiver should be covered adequately to prevent transmission to or from an athlete.
2. Any existing healing wounds, abrasions or cuts that may be present on an athlete should be covered with adequate dressing that will withstand the

competition that they are involved in.

Bleeding during an event:

1. Early recognition of a bleeding athlete is the responsibility of officials, student athletes, coaches, and medical personnel. The student athlete should always be responsible to report bleeding to medical personnel.
2. The bleeding athlete must be removed as soon as possible. Return to play will be decided by appropriate medical staff.
3. Latex gloves or non-latex gloves (if allergic) must be worn with ANY direct contact with blood or any blood-filled items. Gloves **MUST** be changed after each individual athlete and hands thoroughly washed with warm water and soap.
4. Any saturated uniform must be removed and replaced. A uniform that is not saturated may be cleaned with an approved substance that will decontaminate the uniform (i.e., diluted bleach, medic kleen, blood buster).
 - a. Contaminated laundry must be handled wearing gloves. All contaminated laundry must be bagged in order to prevent seepage and washed separately in hot water (at least 71 Celsius/159.8 degrees Fahrenheit for 25 minutes).
 - b. Use a disinfectant that will inactivate the virus to decontaminate the area (Sani-Cloth Plus, Sani-Cloth HB, Simple Green D or Envirocide).
 - c. Dispose of any bloody materials into labeled biohazard containers. Dispose of any sharps into labeled leak proof and puncture-resistant containers. Biohazard Containers used during events must be checked upon completion of the contest. Make sure that container has been emptied if material is present (old bag removed and new bag in its place) and do not allow people to throw non-biohazard material into container (i.e., cups, popcorn bags, etc.).

Exposure control:

1. Wash with soap and large quantities of hot water.
2. Students should contact their supervising athletic trainer first and then health services.
3. The source material should try to be obtained and, if possible, tested for the presence of HIV and HBV.
4. Students have the option of having blood drawn and tested as soon as possible.
5. Most infections take place within 6 to 12 weeks. The test should be repeated at 6 weeks, 12 weeks and at 6 months. Students are reminded to take proper precautions towards the possible transmission to others.
6. Counseling will be made available.

BLOOD BORNE PATHOGEN TRAINING

Athletic Training students are required to complete Bloodborne Pathogen Training certification annually through Exxat Approve. Students must upload their completed certificate to the program. Appendix H (i.e., acknowledgment of the BBP policy) must be signed and submitted to the Program Director.

UNIVERSAL PRECAUTIONS

According to the concept of Universal Precautions, all human blood components, products made from human blood, and certain other materials are treated and handled as if known to be infectious for HIV (the virus that causes AIDS), HBV (hepatitis B), and other blood-borne pathogens. The following body fluids should be treated under the Universal Precautions guidelines:

- Amniotic Fluid
- Cerebrospinal Fluid
- Pericardial Fluid
- Peritoneal Fluid
- Pleural Fluid
- Semen
- Synovial Fluid
- Vaginal Secretions
- Any body fluid that is visibly contaminated with blood
- All body fluids in situations where it is difficult or impossible to differentiate between body fluids.

The following guidelines, or work practice controls, are recommended for Athletic Training Students at Temple University:

- All Athletic Training Students must wash their hands and any other skin with soap and water, or flush mucous membranes with water immediately or as soon as possible following contact of such body areas with blood or other potentially infectious materials. This shall be done immediately following the removal of latex gloves or other personal protective equipment.
- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is reasonable likelihood of occupational exposure.
- Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets, or on countertops or bench tops where blood or other potentially infectious materials are present.
- All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering, and generation of droplets of these substances.
- Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.
- Resuscitation devices including mouthpieces or resuscitation bags shall be available for use in areas where the need for resuscitation is predictable.
- Equipment, which may become contaminated with blood or other potentially infectious materials, shall be examined prior to servicing or shipping and shall be decontaminated as necessary unless decontamination is not feasible. It must be properly labeled, and information conveyed to all affected people, so precautions can be taken.

COMMUNICABLE DISEASES POLICY

The purpose of the Temple University ATP Communicable Disease Policy is to protect the health and safety of the students enrolled in the ATP. It is designed to provide students, clinical

instructors, 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 (www.cdc.gov).

What are Communicable Diseases?

A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects).

Communicable Diseases Cited by the CDC:

Bloodborne Pathogens	Conjunctivitis	Cytomegalovirus infections
Diarrheal diseases	Diphtheria	Enteroviral infections
Hepatitis viruses	Herpes simplex	Human immunodeficiency virus (HIV)
Measles	Meningococcal infections	Mumps
Pediculosis	Pertussis	Rubella
Scabies	Streptococcal infection	Tuberculosis
Varicella	Zoster	Viral respiratory infections

Guidelines for Prevention of Exposure and Infection

1. Athletic Training Students (ATs) must successfully complete annual Bloodborne Pathogens training.
2. ATs 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 when functioning as an AT in the ATP. This applies to all clinical sites and affiliate sites.
4. ATs are not to provide patient care if they have active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection

1. A student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to their preceptor **immediately**.
2. Any student, who demonstrates signs or symptoms of infection or disease that may place patients at risk, should report that potential infection or disease **immediately** to the TU Student Health Center.
3. The student is responsible for keeping the ATP Clinical Education Coordinator informed of their conditions that require extended care and/or missed class/clinical time. ATs may

be required to provide written documentation from a physician to return to class and/or clinical site.

4. If a student feels ill enough to miss ANY class that student should notify the appropriate instructor **immediately**.
5. If a student feels ill enough to miss ANY clinical experience that student should notify the ATP Clinical Education Coordinator and preceptor **immediately** via email.

Appendix I (i.e., acknowledgment of the CDP) must be signed and submitted to the Program Director.

LIABILITY INSURANCE

Athletic Trainers are not immune to litigation. If the ATS adheres to the Guidelines as set forth in this manual and those particular to their own clinical site assignment and does not attempt to perform duties outside the scope of their limitations, the chances of litigation are greatly reduced. The following guidelines should be adhered to at all times:

1. Consider everyone you see, talk to or touch as a potential plaintiff.
2. Adhere to the Family Educational Rights and Privacy Act of 1974 (also known as “the Buckley Amendment”) and HIPAA which deal with releasing confidential information. A written release from the student athlete must be signed before releasing any information.
3. Know the limits of your competence and responsibilities. Do not perform duties that you have not learned in the didactic setting.
4. Be attentive and develop good evaluative skills.
5. Maintain a good rapport and open communication with your athletes, clinical supervisor, administrators and faculty.
6. Maintain good records and documentation of athletic injuries.
7. Know the State of Pennsylvania Laws and Rules governing the practice of Athletic Training.
8. Maintain a good rapport with the team physicians. Athletic Trainers function under the guidance and direction of the Team Physicians.

ATS are only covered by a Temple University policy during an approved and assigned clinical experience. Students are encouraged to purchase their own liability insurance.

ATP STUDENT WORK POLICY

Students are encouraged not to hold outside jobs while completing clinical experiences as athletic training students. Simultaneously working as an athletic training student and holding an outside job may interfere with the student’s study time and adversely affect their performance in the class and athletic training room. In addition, students may not substitute for staff athletic trainers in either their responsibilities or duties.

Students who hold outside jobs must not let their jobs interfere with didactic and clinical obligations. Remember, a student’s responsibilities in the ATP don’t always run on a strict schedule and are subject to change on short notice.

SEXUAL HARASSMENT GUIDELINES

Sexual harassment includes, but is not limited to, physical or verbal abuse of a sexual nature including graphic commentaries about an individual's body, sexually degrading remarks used to describe an individual, or unwelcome propositions and physical advances of a sexual nature. Sexual harassment also includes the threat or insinuation that sexual submission or the lack thereof will be used as a basis for employment or education decisions affecting or interfering with an individual's salary, academic standing or other conditions of employment, academic, or career development. Sexual harassment of or by any administrator, faculty member, employee, or student is prohibited. A violation of the student sexual harassment guidelines shall constitute grounds for disciplinary action up to and including dismissal/expulsion from the University. The University reaffirms its commitment to the concept of nondiscrimination and to providing an educational forum and work environment free of sexual harassment.

The University student sexual harassment policy provides for an informal and formal grievance procedure. Students who feel they have been sexually harassed or need information about the Temple University Sexual Harassment Guidelines should contact any Equal Opportunity Ombudsperson (Refer to the Temple University Policy on Sexual Harassment 04.82.02).

The Athletic Training Education Program (ATP) has adopted the Temple University Sexual Harassment Guidelines. The following list contains explanations of inappropriate behavior that may be construed as sexual harassment.

- ◆ Engaging in conduct with an athlete or patient that is sexual, or may reasonably be interpreted as sexual, is inappropriate behavior and is grounds for immediate dismissal from the ATP.
- ◆ Verbal remarks or comments that are seductive or sexually demeaning to an athlete or patient is inappropriate behavior and is grounds for immediate dismissal from the ATP.
- ◆ Engaging in sexual exploitation of an athlete or patient is inappropriate behavior and is grounds for immediate dismissal from the ATP.

ALCOHOL, DRUGS, TOBACCO, AND GAMBLING GUIDELINES

The use of alcohol, drugs, and tobacco or gambling while working as an Athletic Training Student is strictly prohibited. If an ATS is suspected of being under the influence of alcohol, drugs, and/or tobacco or gambling, they will be dismissed from their responsibilities for the day and they will be subject to disciplinary measures. If there is a second offense, the ATS will be referred to the Temple University Counseling Center and removed from the clinical education component of the ATP. When the ATS demonstrates the initiation and continuation of counseling, they may be reinstated into the clinical component of the ATP. A third offense will constitute grounds for permanent dismissal from the ATP.

The Program Director and Department of Athletics have the discretion to require that the Athletic Training Students be held to the same athletic Drug Testing Guidelines for athletes while working in the Athletic Department at Temple University and other clinical sites.

ILLEGAL & PROHIBITED ACTIVITIES NOT OTHERWISE STATED

Athletic Training Students who participate in and/or are caught in other illegal activities either as an Athletic Training Student or in the case of a felony outside of their athletic training duties, may be dismissed from the ATP at the discretion of the Program Director and Clinical Education Coordinator.

Students who have a felony or misdemeanor conviction, including drug and alcohol related offenses, must report a written explanation to the Board of Certification to determine eligibility to take the BOC Certification Exam. For detailed and updated instructions, please see the Board of Certification Candidate Handbook found at www.bocatc.org. There is a possibility that certain convictions will prevent a student from completing clinical experiences in some settings. Students with such offenses may be referred to student advising for assistance in exploring alternative academic options.

Violation of the program's policies or the university's policies, including the Student Conduct Code, depending on the severity of a violation, can result in being removed from a site with no warning or probation.

STUDYING ABROAD/EXTENDED ABSENCE GUIDELINES

Athletic Training Students are not prohibited from studying abroad, nor will students be expelled from the program due to extenuating circumstances resulting in a prolonged absence. However, students will be advised that these situations will prolong their education process. The courses in the Athletic Training major are designed to be taken in sequence to maximize student learning. The student must complete the major in sequence; therefore, upon returning to the program the student must re-enter in the proper sequence. The education process may be prolonged for one to two additional years.

APPROXIMATE COSTS FOR THE PROGRAM

*** All costs subject to change**

- Name Tags: \$5-10
- Immunizations: Price varies by health insurance and physician office, required prior to starting clinical experience
- Health Insurance: Price varies per student choice
- Exxat Charge- Price covers 2 years in the program: \$37
- Annual PPD tests: Approximately \$8 at Student Health Center
- Emergency Cardiac Care certification: Price varies, discounted renewal classes (\$20) will be offered annually by the ATP.
- Fingerprinting 1x every 5 years (May be required annually by an affiliate): \$26.40
- Pennsylvania Patch 1x every 5 years (May be required annually by an affiliate): \$22
- Pennsylvania Child Abuse Clearance Act 151 1x every 5 years (May be required annually by an affiliate): \$13

- Universal Background 1x every 5 years: \$58
- NY State Universal Background 1x every 5 years (Only if lived in NY within the last 7 years): \$108
- Transportation (e.g., car, subway, train): Price varies, students are encouraged to explore the SEPTA University Pass Program for discounted monthly transit passes.
- NATA Annual Dues \$50.00 - 115.00/year (not mandatory but highly encouraged for networking, discounted test rates, and scholarship opportunities)
<http://www.nata.org/dues/dues-structure>
- Liability Insurance (highly suggested): Students enrolled in clinical courses are covered by the University's liability insurance. Students are encouraged to carry their own policy-price varies.
- Uniform: No specific uniform, but students must wear proper clinical attire for laboratory classes and clinical education. Price will vary.
- Textbooks: Prices vary throughout the program; however, the program has adopted the Human Kinetics Athletic Training e-textbook suite for discounted rates for students.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Membership in professional organizations can build professional networks and help advocate for the advancement of the profession. Membership also affords benefits for students and certified athletic trainers (e.g., discounted events) and is also a prerequisite for some scholarships. Athletic Training Students are required to apply for student membership in the NATA no later than the first fall in the program.

Pennsylvania Athletic Trainers' Society

Students are strongly encouraged to become active members of the PATS. Founded in 1984, one of the functions of this society is to advance the athletic training profession in the state of Pennsylvania. In addition to publishing a newsletter, a clinical symposium is sponsored annually by PATS. Students who live in Pennsylvania and become members of the NATA will automatically become a member of PATS. See www.gopats.org for more information.

Athletic Training Society of New Jersey

Students who live in New Jersey will become member of the ATSNJ once NATA membership is obtained. See www.atsnj.org for more information.

National Athletic Trainers' Association

Annual dues include membership in the national organization, as well as District II (EATA). For more information about the NATA refer to their website at www.nata.org.

Eligibility for NATA Membership

No individual is eligible to apply for membership unless in compliance with all NATA rules and standards. NATA may deny, cancel, or otherwise act upon membership where the individual is not in compliance with the following NATA rules and standards:

1. The individual must truthfully complete and sign the application form provided by NATA and shall provide additional information as requested. The individual must notify NATA of any change in address, telephone number, and any other facts bearing eligibility or membership within 30 days of such occurrence.
2. An individual convicted of a felony directly related to public health or athletic care or education shall be ineligible to apply for membership for a period of one year from the exhaustion of appeals, completion of sentence, or completion of parole, whichever is later. Convictions of this nature include but are not limited to felonies involving: rape; sexual abuse of an athlete or child; actual or threatened use of a weapon or violence; the prohibited sale or distribution of a controlled substance, or its possession with the intent to distribute; or use of position of the athletic trainer improperly to influence or attempt to influence the outcome or score of an athletic event or in connection with any gambling activity.

BOC CERTIFICATION EXAMINATION

Students currently enrolled in the ATP may apply to take the BOC Certification Examination provided that they have satisfied all necessary components, as described by the BOC. For current information, please see the BOC Candidate handbook found at www.bocatc.org.

Application to sit for the certification examination, examination schedule, and a list of fees can be obtained from the Program Director. ***The Program Director is the only individual authorized to sign-off on the Program Director section of the application.***

It is not required to be a member of the NATA to take the exam. However, the registration fee is significantly lower for members.

REGISTRATION/ LICENSURE

Many states now have credentialing of athletic trainers. Each state has different requirements to qualify. Athletic training students will meet the qualifications for Pennsylvania licensure upon graduation from Temple and for sitting for the BOC exam but must apply for this on their own. Check on the accreditation requirements for the states you may want to work in prior to beginning your career.

For individuals who will seek licensure, they should consult the following resources:

<http://members.nata.org/gov/state/regulatory-boards/map.cfm>

NATA CODE OF ETHICS

Students are expected to act in accordance with the NATA Code of Ethics, which can be found at: <https://www.nata.org/sites/default/files/nata-code-of-ethics.pdf>.

**APPENDIX A
TEMPLE UNIVERSITY**

**Athletic Training Program
ATP Guidelines Manual Acknowledgement**

I, _____, have read and understand the Athletic Training Program/ Department of Athletic Training Guidelines Manual. I agree to abide by all of the guidelines stated therein during my matriculation through the Athletic Training Program. If I fail to adhere to guidelines set forth in this manual, I am aware that I may be disciplined in accordance with the College of Public Health and Temple University policies.

Student Signature

Date

Please return this form to the Program Director. Students who do not submit this form to the Program Director will be removed from their clinical education setting until the signed form is submitted.

APPENDIX B

PROFESSIONAL DEVELOPMENT UNIT CATEGORIES, VERIFICATION FORM, AND YEARLY WORKSHEET Temple University Athletic Training Program Professional Development Unit (PDU) – Categories

Category A (maximum of 20 PDUs/year)

Professional Conferences/Seminars/Workshops

(Units obtained will be equal to the BOC CEUs obtained for certified AT's – 1.0 PDU/hour)

- Attending NATA, ACSM, NSCA National Conventions
- Attending EATA Symposium
- Attending PATS, PATS Student Symposium, ATSNJ Symposium
- Attending other (must be pre-approved in writing by Program Director) athletic training related conferences/seminars, etc.
- Completing modules in the NATA Professional Development Center
- Students cannot earn PDUs for any activity that they are using to satisfy HRPR 5001 or Athletic Training courses.

Category B (maximum of 3 PDUs/year)

Athletic Training (or related) Association Involvement

- Member of NATA (***.5 PDU/semester of paid dues***), ACSM (***1 PDU***), NSCA (***1 PDU***)
 - Must show proof of current membership – paid dues for entire year.

Category C (maximum of 24 PDUs/year)

- Case study accepted for presentation (poster or other) and/or publication (JAT, ATT, etc) at an NATA, EATA, PATS, ATSNJ and/or “other” athletic training related conference. (***10 PDUs***)
- Participant in a research study. (One PDU/hour.)
- Research assistant with approved study. (PDUs determined by PI.)
- IRB Certification. (**3 PDUs**)
- Attendance at doctoral/masters’ proposals and defenses. (PDUs determined by PD/CEC/faculty.)

Category D (maximum of 5 PDUs/year)

Other - **must** be approved in writing by the Program Director ***prior to the activity.***

**Temple University Athletic Training Program
Professional Development Unit (PDU) - Verification Form**

ATS Name: _____ Graduation Year: _____

Name of Activity: _____ Date(s) of Activity: _____

Description of Activity (**include all necessary information and proof of completion relating to PDUs requested, hours spent, etc.**):

PDUs Requested: Category (circle): A B C D

ATS Signature _____ Date _____
**submit to current Preceptor or appropriate staff AT for approval*

APPROVED:

Preceptor or Appropriate Staff AT Signature _____ Date _____

Approval must occur **within 3 months of activity date(s)**. Failure to do so in a timely manner can result in the activity not being approved.

PDUs Obtained:

Temple University			
Professional Development Unit (PDU) - Semesterly PDU's Obtained			
ATS Name:	Semester/Year:		
Category A - Professional Conferences/Seminars/Workshops (1 PDU/hour) - Maximum of 12 PDUs			
Date(s)	Name of Conference	# of BOC CEU's Provided	# of PDU's Obtained
Category B - Athletic Training (or related) Association Involvement - Maximum of 2.5 PDUs			
Date(s)	Name of Association	Description of Involvement	# of PDU's Obtained
Category C - Research (1 PDU/hour) - Maximum of 20 PDUs (1 PDU/hour) - Maximum of 12 PDUs			
Date(s)	Description of Activity	# of Hours Spent	# of PDU's Obtained
Category D - Other (must be approved by Clinical Coordinator or AT Program Director <i>prior</i> to activity) - Maximum of 5 PDUs			
Date(s)	Description of Activity	# of Hours Spent	# of PDU's Obtained
Total of 12.5 PDU's Required Each Semester		Total # of PDUs Obtained	USD0
Signed:		Date:	

**APPENDIX C
DISCIPLINE NOTIFICATION LETTER**



Dear _____ :

Discipline Notification

This is to inform you of a violation committed as an athletic training student. The following is for your information.

Unexcused absence or tardy

- 1st Offense – Meet with preceptor.
- 2nd Offense – Meeting with preceptor, Clinical Education Coordinator
- 3rd Offense – Meeting with preceptor, Clinical Education Coordinator and Director of Athletic Training Education; *possible suspension of athletic training clinical hours and failure of clinical course

Dress code violation

- 1st Offense – Warning and may necessitate returning home to change.
- 2nd Offense – Sent home, meeting with preceptor and Clinical Education Coordinator
- 3rd Offense – Meeting with preceptor, Clinical Education Coordinator and Director of Athletic Training Education; *possible suspension of athletic training clinical hours and failure of clinical course

Poor Clinical Evaluations

- 1st Offense – Meeting with preceptor and Clinical Education Coordinator and creation of improvement plan with specific goals and objectives.
- 2nd Offense – Formal meeting with preceptor, Clinical Education Coordinator and Program Director, *possible failure of course to which the clinical hours are attached.

Failure to follow NATA code of ethics

- Dismissal from program

Other (Please describe action completely):

*Will delay graduation

Comments to student:

Comments by student:

Signature of Supervisor

Date

Signature of Student

Date

Signature of ATP Program Director

Date

Signature of Clinical Education Coordinator

Date

A copy of this notification will be placed in the student's file.

APPENDIX D

Attachment "A.1"

THIS FORM IS MAINTAINED ON SITE BY TEMPLE UNIVERSITY. A COPY OF THIS FORM SIGNED BY STUDENT MAY BE PROVIDED TO AFFILIATE UPON REQUEST.

Statement of Confidentiality, HIPAA Minimum Necessary Consent and Responsibility, and Acknowledgement of Status

In connection with my academic program at **Temple University – Of The Commonwealth System of Higher Education** ("University") College of Public Health, I understand that I may be eligible to receive field training and experience in my academic discipline (a "Field Training Program") at a third-party affiliate of University ("Affiliate").

As consideration for allowing me to participate in a Field Training Program at an Affiliate, I understand that my role as a participant in the Field Training Program is contingent upon compliance with all policies and rules of Affiliate. In addition, I understand that I am required to keep confidential patient protected health information and other personal information of Affiliate's clients. I recognize and acknowledge that during the course of my participation in the Program, I may become aware of such private and confidential information and that I have access to such information as part of the Program and for educational and training purposes only. I agree to keep this information confidential forever and not to use or disclose it to others, including all members of Affiliate's workforce, and its entities, patients and family members, unless there is a need to know and I am otherwise authorized by: (a) Affiliate; (b) Affiliate's policies and procedures; (c) the patient/client (for that patient's/client's specific information); or (d) where appropriate, as required by law. I understand that I must comply with Affiliate's policies and procedures, including but not limited to those regarding protected health information under HIPAA laws and regulations, and I acknowledge that I have been trained in the appropriate uses and disclosures of protected health and personal information as they relate to my specific role as a participant in the Field Training Program.

I further understand and agree that, during my role as a participant in the Field Training Program: (a) I will not be deemed to be an employee of an AFFILIATE for purposes of compensation, fringe benefits, workers' compensation, unemployment compensation, minimum wage laws, income tax withholding, social security or any program because of participation in this educational experience; (b) my placement with an AFFILIATE is part of an academic curriculum and those duties performed by me are not performed as an employee, but in fulfillment of these academic requirements; and (c) I will not, at any time, replace or substitute for any employee of AFFILIATE.

The undersigned, intending to be legally bound, has reviewed this Statement of Confidentiality, HIPAA Minimum Necessary Consent and Responsibility, and agrees to abide by same.

Student Name: _____

Student Signature: _____

Date: _____

APPENDIX E
Access/Accommodations in Clinical Experience Form

STUDENT INFORMATION

Student name: _____

TUID: _____

Phone number: _____

Email: _____

Date: _____

CLINICAL/FIELD EDUCATION OFFICE INFORMATION

Name of Clinical/Field Adviser: _____

Phone number: _____

Email: _____

Clinical/Field Course Name and Number: _____

Clinical/Field Site (if known): _____

DISABILITY RESOURCES AND SERVICE INFORMATION

Date form received: _____

DRS Coordinator: _____

Access/Accommodations for clinical/field placement: _____

I have reviewed this form and confirm that I do not need special accommodations.

Name:

Signature & Date:

APPENDIX F
Technical Standards Acknowledgement Form

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Note- you should only sign one of the lines below. Please read carefully.

The **Temple University Disability Resources and Services Department** will evaluate a student who states they could meet the program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states they can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant

Date

Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the **Temple University Disability Resources and Services Department** to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date

APPENDIX H

EXPOSURE TO BLOOD BORNE PATHOGENS

In 1990, the Occupational Safety and Health Administration (OSHA) enacted a law entitled Occupational Exposure to Blood Borne Pathogens; (29 CFR 1910,1030). This regulation was promulgated in response to OSHA's determination that "individuals whose occupational duties place them at risk of exposure to blood and other potentially infectious materials are at risk of becoming infected with these bloodborne pathogens, developing disease and, in some cases, dying." The intent of the regulation is to minimize incidents of occupational exposure of blood borne pathogens and other potentially infectious materials.

In compliance with OSHA's blood borne pathogen regulations, Temple University has implemented an exposure control plan to minimize the risk of infection. As part of this plan, Temple University employees are eligible to receive, at no cost to the employee, the Hepatitis B vaccine and vaccination series.

OSHA regulations, however, do not cover students who are not employees of the University. This includes students who are accepted into or who are applying to the Undergraduate Athletic Training Program.

The intent of this correspondence is to strongly encourage you, as the student participating in the Undergraduate Athletic Training Program, to obtain the Hepatitis B vaccine. Please note that the cost of this inoculation is your responsibility. The Temple University Student Health Services is available to you to administer this vaccine.

Should you have any questions regarding OSHA's regulations on blood borne pathogens, please do not hesitate to contact the Office of Environmental Health and Safety at (215) 221-2520.

I freely sign this document as a testament to my having read and understood its contents.

Student's *PRINTED Name*

SIGNATURE

Date

APPENDIX I

COMMUNICABLE DISEASE POLICY ACKNOWLEDGEMENT

Guidelines for Prevention of Exposure and Infection

1. Athletic Training Students (ATs) must successfully complete annual Bloodborne Pathogens training.
2. ATs 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 when functioning as an AT in the ATP. This applies to TU clinical sites and affiliate sites.
4. ATs are not to provide patient care if they have active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection

1. A student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to their preceptor **immediately**.
2. Any student, who demonstrates signs or symptoms of infection or disease that may place him/her and/or their patients at risk, should report that potential infection or disease **immediately** to the TU Student Health Center.
3. The student is responsible for keeping the ATP Clinical Education Coordinator informed of their conditions that require extended care and/or missed class/clinical time. ATs may be required to provide written documentation from a physician to return to class and/or clinical site.
4. If a student feels ill enough to miss ANY class that student should notify the appropriate instructor **immediately**.
5. If a student feels ill enough to miss ANY clinical experience that student should notify the ATP Clinical Education Coordinator and preceptor **immediately**.

I, _____, have read and understand the Athletic Training Program's Communicable Disease Policy. I agree to abide by all of the guidelines.

Student Signature

Date

APPENDIX J
DISCLOSURE & AUTHORIZATION REGARDING BACKGROUND INVESTIGATION

DISCLOSURE:

Temple University – Of The Commonwealth System of Higher Education (the “School”) may obtain information about you from a third party consumer reporting agency for purposes of evaluating your application for participation in clinical, experiential, residency, externship, or other education or degree requirements at a health care facility or clinical program, which may be deemed to be “employment purposes” under the Fair Credit Reporting Act (“FCRA”). Thus, you may be the subject of a “consumer report” which may include information about your character, general reputation, personal characteristics, and/or mode of living. These reports may contain information regarding your criminal history, social security verification, motor vehicle records (“driving records”), verification of your education or employment history, drug testing, or other background checks. These reports may include a drug test and the results of that test. These reports will also include immunization records and other medical information to be used for the above stated permissible purposes, specifically verifying your compliance with program or health care facility requirements for accessing the facility and participating in clinical, experiential, residency, or other education or degree requirements at the facility.

You have the right, upon written request made within a reasonable time, to request whether a consumer report has been run about you and to request a copy of your report. These searches will be conducted by Castle Branch Inc., 1844 Sir Tyler Drive Wilmington, NC 28405, 888.723.4263. The scope of this disclosure is all-encompassing, however, allowing the School to obtain from any outside organization all manner of consumer reports throughout the course of your participation in the educational program or clinical, experiential, residency, or other education or degree requirements to the extent permitted by law.

AUTHORIZATION:

I hereby authorize the obtaining of “consumer reports” by the School at any time after receipt of this authorization and throughout my participation in the educational program or clinical, experiential, residency, or other education or degree requirements, if applicable. I further authorize and consent to the obtaining by the School of my immunization records and other medical information to be used for verifying my compliance with program or health care facility requirements for accessing the facility and participating in clinical, experiential, residency, or other education or degree requirements at the facility. To this end, I hereby authorize, without reservation, any law enforcement agency, administrator, state or federal agency, institution, school or university (public or private), information service bureau, employer, or insurance company to furnish any and all background information requested by Castle Branch Inc., 1844 Sir Tyler Drive Wilmington, NC 28405, 888.723.4263. and/or the School. I agree that a facsimile (“fax”), electronic or photographic copy of this Authorization shall be as valid as the original.

Signature: _____
Print Name: _____
Date: _____

End of Document