

DEPARTMENT OF INTERDISCIPLINARY HEALTH SCIENCES

ATHLETIC TRAINING STUDENT PROGRAM GUIDE

2016 - 2017 ACADEMIC YEAR

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Table of Contents

PURPOSE OF PROGRAM GUIDE..... 4

WELCOME..... 5

A.T. STILL UNIVERSITY MISSION..... 6

COORDINATION OF UNIVERSITY & SCHOOL POLICY 7

DEPARTMENT OF INTERDISCIPLINARY HEALTH SCIENCES PURPOSE STATEMENT 8
DEPARTMENT PROGRAM OFFERINGS..... 8

ATHLETIC TRAINING PROGRAM PURPOSE STATEMENT 8

ATHLETIC TRAINING PROGRAM ACADEMIC ADMINISTRATION..... 9
ATHLETIC TRAINING PROGRAM DIRECTOR 9
CHAIR, DEPARTMENT OF INTERDISCIPLINARY HEALTH SCIENCES 9
DEAN, ARIZONA SCHOOL OF HEALTH SCIENCES..... 9
SENIOR VICE PRESIDENT – ACADEMIC AFFAIRS..... 9

CONTRIBUTING FACULTY AND STAFF..... 10

PRINCIPLES AND PHILOSOPHY OF POST-PROFESSIONAL GRADUATE ATHLETIC TRAINING EDUCATION 12
..... 12
A. GENERAL PRINCIPLES OF GRADUATE EDUCATION 12
B. PHILOSOPHY OF POST-PROFESSIONAL GRADUATE ATHLETIC TRAINING PROGRAMS..... 12
C. PRINCIPLES OF POST-PROFESSIONAL GRADUATE ATHLETIC TRAINING EDUCATION 12

ATHLETIC TRAINING PROGRAM OUTCOMES & OBJECTIVES..... 17

ATHLETIC TRAINING PROGRAM OBJECTIVES..... 18

ATHLETIC TRAINING PROGRAM REQUIREMENTS 21
PROGRAM REQUIREMENTS:..... 21
COURSE REGISTRATION:..... 21

ATHLETIC TRAINING PROGRAM CURRICULUM 22
CLASS SCHEDULES..... 23
BOOKS AND SOFTWARE 23

ACADEMIC STANDARDS..... 24
ASSIGNMENTS..... 24
PROGRAM ATTENDANCE POLICY 24
TARDINESS 24
CLASSROOM AND COMPUTER ETIQUETTE..... 24
RECORDING OF CLASSROOM ACTIVITIES AND MEETINGS 25
STUDENT EVALUATIONS OF FACULTY & COURSES..... 25

DEGREE COMPLETION STANDARDS..... 26
DEGREE COMPLETION REQUIREMENTS..... 26
TIME TO COMPLETE DEGREE 26
REPEATING COURSES..... 27

STANDARDS OF ACADEMIC PERFORMANCE & PROGRESSION 28
STANDARDS OF ACADEMIC PERFORMANCE 28

STANDARDS OF ACADEMIC PROGRESSION	28
ATHLETIC TRAINING ACADEMIC REVIEW BOARD.....	29
RESEARCH EXPERIENCES.....	31
PROFESSIONAL AND LEADERSHIP DEVELOPMENT PROGRAM.....	32
CLINICAL EDUCATION.....	32
SOCIAL MEDIA GUIDELINES.....	32
PROFESSIONAL CONDUCT:	33
PRIVACY.....	33
PATIENT CONFIDENTIALITY / HIPAA / FERPA	33
COMMENCEMENT OBLIGATIONS.....	34
MISCELLANEOUS ATHLETIC TRAINING PROGRAM POLICIES.....	34
FACULTY OFFICE HOURS	34
HIPAA TRAINING	34
CPR AND OSHA TRAINING	34
HEALTH INSURANCE	34
IMMUNIZATIONS.....	35
PROFESSIONAL STANDARDS OF CONDUCT.....	36
PROFESSIONAL CONDUCT	36
PROFESSIONAL DRESS	36
A: ACKNOWLEDGEMENT OF ATHLETIC TRAINING PROGRAM STUDENT PROGRAM GUIDE.....	37
ATHLETIC TRAINING PROGRAM.....	37

PURPOSE OF PROGRAM GUIDE

This program guide serves as a statement of policy and procedures for students in the Athletic Training (AT) program, which is an academic program within the Department of Interdisciplinary Health Sciences. In addition to understanding and adhering to the policies in this program guide, AT students should familiarize themselves with the policies set forth in current versions of the *A.T. Still University (ATSU) Student Handbook* and the *Arizona School of Health Sciences (ASHS) Catalog*. The AT program reserves the right to alter, change, add, or delete any of the policies or procedures in this program guide as deemed appropriate. Students will be notified in writing of any changes should they occur.

This program guide replaces any previous additions, and the policies and procedures contained herein supersede all previous AT program policies and procedures.

This program guide frequently references the *ASHS Catalog*^{*} and *ATSU Student Handbook*[†]. Where discrepancies exist between the language provided here and the language in those external documents, the language in those external documents will be considered the most accurate, and therefore; is binding. Language is provided in this program guide as a convenience to students, but those documents represent the sole source of official policy on those issues.

^{*}The ASHS Catalog represents a description of curricular plans, policies, and requirements that may be altered from time to time. The provisions of the ASHS catalog do not constitute an irrevocable contract between A.T. Still University and its students.

[†]The ATSU Student Handbook represents information and requirements, which may be altered from time to time by the University at its sole discretion. The provisions of the Handbook do not constitute a contract. The University reserves the right to change any provision or requirement at any time.

WELCOME

Dear Athletic Training Student,

On behalf of the Athletic Training (AT) program faculty, I would like to welcome you to ATSU and to the AT program family. We are all extremely pleased that you have chosen to pursue your graduate studies with us. We take great pride in delivering an outstanding graduate program and experience great joy in working with our graduate students. It is our goal to assist you in achieving your personal and professional goals as you pursue your degree and further develop as an AT professional.

Your decision to pursue a post-professional Master of Science Degree in Athletic Training represents your personal dedication and commitment to excellence. During your time as a graduate student, your dedication and commitment will most certainly be challenged, and you will be asked to rise to a new level of professional responsibility. How will you meet these challenges? In two short years, you will be completing your degree and beginning a new chapter in your professional career. The decisions you make and actions you take as a graduate student will have a profound effect on the rest of your professional career. Please take a moment to consider this and ask yourself, "What do I want to get out of my graduate school experience?" Now more than at any time in your educational career, the responsibility to learn, grow, enjoy, and make the most of your opportunities lies with you.

Our program is entering its 22nd year, and has established a very proud tradition of academic and clinical excellence. Currently, graduates of the AT program are practicing across the country in a variety of settings and many are recognized leaders within the AT community. The national reputation enjoyed by this program is the result of our outstanding students and alumni. You represent the continuation of this tradition of excellence, and we look forward to helping you achieve your goals.

Welcome!

Tamara Valovich McLeod, PhD, ATC, FNATA
Professor and Director, Athletic Training Programs
John P. Wood, D.O., Endowed Chair for Sports Medicine

A.T. STILL UNIVERSITY MISSION

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

COORDINATION OF UNIVERSITY & SCHOOL POLICY

There are many ATSU (i.e., University) and ASHS (i.e., school) policies that are important for the AT student to understand and that potentially and significantly impact his or her experience at the University. These policies are primarily found in two documents: 1) the *ASHS Catalog*, and 2) the *ATSU Student Handbook*.

Copies of these documents are made available to the student during the orientation sessions at the time of matriculation. They can also be found at the ATSU Department of Student Affairs website found here: http://www.atsu.edu/student_services/handbook/index.htm

The AT student should review current copies of these documents, which serve as important companions to the *AT Program Guide*. Where discrepancies exist between the language provided here and the language in those external documents, the language in those external documents will be considered the most accurate, and therefore; is binding. Language is provided in this program guide as a convenience to students, but those documents represent the sole source of official policy on those issues.

DEPARTMENT OF INTERDISCIPLINARY HEALTH SCIENCES PURPOSE STATEMENT

The purpose of the Department of Interdisciplinary Sciences is to develop and implement nationally recognized core health sciences programs and post-professional health care degree programs of excellence that teach and exemplify the principles of evidence-based practice, health care outcomes, health informatics, technology, patient-centered care, and inter-professional teamwork.

Department Program Offerings

- Health Sciences Core Programs (Anatomy, Research Methods, Biostatistics)
- Athletic Training (MS)
- Athletic Training (DAT)
- Certificate Program in Clinical Decision-Making
- Certificate Program in Orthopaedic Rehabilitation

ATHLETIC TRAINING PROGRAM PURPOSE STATEMENT

The purpose of the master's degree program in Athletic Training is to produce post-professional athletic trainers who practice with a high degree of professionalism, demonstrate advanced abilities to assess and diagnose athletic injuries and illnesses, and provide whole person, patient-centered care. Whole person, patient-centered care includes sound clinical decision-making, evidence-based practice, and clinical outcomes assessment.

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PRINCIPLES AND PHILOSOPHY OF POST-PROFESSIONAL GRADUATE ATHLETIC TRAINING EDUCATION

A. General Principles of Graduate Education

1. Mastery of subject matter. Graduate education facilitates mastery over the content and skills of the discipline at a level appropriate to the degree sought.
2. Critical thinking. Graduate education develops and refines critical thinking skills including a thorough knowledge of the assumptions of the discipline and an understanding of viable alternative assumptions.
3. Theoretical understanding. Graduate education provides an understanding of the theoretical bases of the field of study by grounding application and performance in theory.
4. Proficiency in research and/or creative activities. Graduate education develops proficiencies that advance the knowledge and activities of the discipline. These proficiencies include good writing skills as well as the ability to present original insights and creative expressions.
5. Service orientation. Graduate education instills responsibility to return the special benefits of graduate study to the larger community.
6. Diverse representation of perspectives. Graduate education provides for intellectually and culturally rich encounters within the discipline. Study and inquiry are conducted in a context sensitive to ethnic and cultural diversity.

B. Philosophy of Post-Professional Graduate Athletic Training Programs

Graduate Education Programs are different from entry-level programs in purpose, design and content. The mission of a post-professional graduate athletic training education program is to expand the depth and breadth of the applied, experiential, and propositional knowledge and skills of entry-level certified athletic trainers, expand the athletic training body of knowledge, and to disseminate new knowledge in the discipline. Graduate education is characterized by advanced systematic study and experience—advanced in knowledge, understanding, scholarly competence, inquiry, and discovery.

C. Principles of Post-Professional Graduate Athletic Training Education

Instruction in advanced skills and knowledge, the preparation of athletic trainers for leadership roles, and a research experience are considered to be the distinguishing characteristics of post-professional education in athletic training. Advanced educational experiences designed to enhance the athletic trainer's ability to function in clinical, teaching, administrative, or research environments are considered to be essential components of the post-professional graduate athletic training education program. While minimal graduate courses and resource requirements are specified in this document, flexibility and innovation in curricular development are encouraged. However, the program must demonstrate its contribution to advanced education of athletic training practitioners.

The NATA Professional Education Committee has developed a comprehensive list of athletic training educational competencies for professional programs in order to provide guidance and direction in the professional preparation of entry-level athletic training students (see <http://www.nata.org/education/competencies>). Thus, they represent important guidelines for curriculum design, development of individual course content, and structuring of clinical experiences for the entry-level programs. Development of an effective post-professional graduate athletic training

education program depends on a thorough assessment of those education experiences typically offered at the entry-level. Post-professional athletic training education programs include new and advanced, in-depth educational experiences designed to enhance the athletic trainer's professional practice.

CAATE POST-PROFESSIONAL COMPETENCIES

(Directly from the CAATE Standards)

The athletic trainer's post-professional preparation is based on developing students' knowledge, skills, and abilities, beyond the professional level, as determined by the Commission. Post-Professional athletic training degree programs incorporate core competencies required for advanced clinical practice. The Post-Professional core competencies are listed and defined here:

- Evidence-Based Practice
- Interprofessional Education and Collaborative Practice
- Quality Improvement
- Healthcare Informatics
- Professionalism
- Patient-centered Care

The Institute of Medicine (IOM) has identified five core competencies for all healthcare providers, regardless of discipline, and similar concepts are represented in six competencies defined by the Accreditation Council for Graduate Medical Education (ACGME) and the American Board of Medical Specialties (ABMS) for all graduate medical education, regardless of specialty. Post-professional education core competencies are consistent with those specified by IOM and ACGME/ABMS, and they are consistent with seven foundational behaviors of professional practice identified within the NATA Education Competencies for professional education. The six core competencies that a CAATE accredited post-professional athletic training degree program must be designed to address are: 1) patient-centered care, 2) interprofessional education and collaborative practice, 3) evidence-based practice, 4) quality improvement, 5) use of healthcare informatics, and 6) professionalism. Descriptions of the six core competencies are provided:

1. Patient-Centered Care

Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision-making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and promotion of a healthy lifestyle. Although the phrase "patient-centered care" is widely used, its meaning is not interpreted in a consistent manner within and across health professions. The American healthcare delivery system is characterized by clinician-centered and disease-focused care, which empowers the healthcare professional to function as the primary source of control, and which involves treatment of a condition without adequate attention to the needs, concerns, and preferences of the patient.

Competency in patient-centered care relates to the athletic trainer's ability to serve as an advocate for a patient's best interests, to educate the patient about health-related concerns and intervention options, to recognize any conflict of interest that could adversely affect the patient's health, and to facilitate collaboration among the patient, physician, family, and other

members of the patient's social network or healthcare system to develop an effective treatment plan that includes agreed-upon implementation steps, short-term goals and long-term goals.

2. Interprofessional Education and Collaborative Practice

Coordinated cooperation among clinicians who provide care for a patient is far more important than professional prerogatives and roles. Different health professions often perform a subset of overlapping functions, but separate scopes of practice, governance structures, and standards maintained by licensing agencies for the different health professions present obstacles to the delivery of optimum patient care by an interprofessional team. Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care. Competency in interprofessional education and collaborative practice relates to the athletic trainer's ability to interact with other health professionals in a manner that optimizes the quality of care provided to individual patients.

In many healthcare settings, authoritative organizational policies establish strict practice boundaries and separation of professional disciplines that are strongly reinforced by third-party reimbursement procedures. Efforts to change scope of practice legislation often produce conflict that results in distrust and hostility among professions. Health professions education is often provided by separate professional schools or separate academic units within an educational institution, which are often housed in separate facilities.

Administrative governance by separate deans, directors, or department chairs often results in the protection of the special interests of a particular health profession. Some fear that professional identity will be lost, advantageous organizational hierarchy will be altered, and political clout will be weakened by interprofessional health professions education and clinical collaboration. Each program should strive to remove barriers to interprofessional education and collaborative practice within its educational institution. Athletic training students should be provided with as many opportunities as possible for intentional interprofessional collaboration with educators, practicing clinicians, and students from other health professions.

3. Evidence-Based Practice

Evidence-based practice is the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients. **Best research evidence** includes evidence from randomized controlled trials, laboratory experiments, clinical trials, epidemiological research, outcomes research, qualitative research, and the knowledge of experts. **Clinical expertise** is derived from the knowledge and experience developed over time from practice, including inductive reasoning. **Patient values and circumstances** are the unique preferences, concerns, financial resources, and social supports that are brought by each patient to a clinical encounter. Evidence-based practice does not dictate that all clinical decisions must be based on the results of randomized controlled trials, because such results are often unavailable or insufficiently relevant to the specific clinical circumstance.

Traditional health professions education has been heavily compartmentalized, i.e., lecture presentation of highly focused subject matter pertaining to the diagnosis and treatment of specific conditions, which has not been directly related to ethical considerations or acquisition

of clinical skills. Students should not be expected to independently assimilate, retain, and integrate knowledge derived from course lectures with subsequent clinical skill instruction and patient interactions. A post-professional athletic training degree program curriculum must reflect an intentional effort to link didactic content to clinical decision-making. Competency in evidence-based practice relates to the athletic trainer's ability to integrate the best available research evidence with clinical expertise and consideration of patient values and circumstances to optimize patient outcomes.

4. Quality Improvement

Healthcare organizations are increasingly adopting quality assessment methods that originated in the industrial manufacturing sector to minimize waste, decrease errors, increase efficiency, and improve quality of care. Total quality management (TQM) and continuous quality improvement (CQI) are terms used to designate a systematic approach to optimization of processes to ensure that high-quality products and services are consistently delivered to consumers. Emerging technologies are enhancing the process of clinical decision-making through rapid access to relevant patient data, more extensive communication between clinician and patient, and improved communication between different clinicians treating the patient.

Competency in quality improvement relates to the athletic trainer's recognition of the need for constant self-evaluation and life-long learning, and it includes the ability to identify a quality improvement objective, specify changes that are expected to produce an improvement, and quantitatively confirm that an improvement resulted from implementation of the change (e.g., improved patient outcomes from administration of a specific intervention or utilization of a specific protocol).

5. Use of Healthcare Informatics

Competency in the use of healthcare informatics relates to the athletic trainer's ability to: 1) search, retrieve, and utilize information derived from online databases and/or internal databases for clinical decision support, 2) properly protect the security of personal health information in a manner that is consistent with legal and ethical considerations for use of such data, including control of data access, utilization of patient identity coding, de-identification of aggregated data, and encryption of electronically transmitted data, 3) guide patients to online sources of reliable health-related information, 4) utilize word processing, presentation, and data analysis software, and 5) communicate through email, text messaging, listservs, and emerging modes of interactive electronic information transfer.

The assumption that health professionals can identify and treat conditions, evaluate new clinical tests and therapeutic procedures, and develop clinical practice guidelines solely through reliance on knowledge gained from academic preparation and practice experience is no longer valid. Human memory is an unreliable means for maintaining familiarity with the rapidly expanding body of knowledge in healthcare. Clinicians must increasingly use information technology to manage clinical data and access the most recent evidence pertaining to optimum patient care.

6. Professionalism

Elements of professionalism are clearly exhibited through the delivery of patient-centered care, effective participation as a member of an interdisciplinary team, and commitment to continuous quality improvement, but its importance makes it worthy of designation as another distinct competency. Professionalism relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, sensitivity to the concerns of diverse patient populations, a conscientious approach to performance of duties, a commitment to continuing education and contributions to the body of knowledge in the discipline, appropriate dress, and maintenance of a healthy lifestyle.

Recognition of the need for continuous self-evaluation and personal growth is essential for attainment of a high level of professionalism. Competency in professionalism relates to the athletic trainer's adherence to the NATA *Code of Ethics* and the Board of Certification *Standards of Practice*, and includes intrinsic motivation to continuously exhibit the manifestations of professionalism in all aspects of clinical practice and personal conduct.

ATHLETIC TRAINING PROGRAM OUTCOMES & OBJECTIVES

Upon completion of the ATSU Post-Professional Graduate Athletic Training Program, students' will be able to achieve the following outcomes:

1. Demonstrate safe and effective clinical decision-making in athletic training practice in a manner that integrates quality improvement, evidence-based practice, and patient-oriented outcomes.
2. Demonstrate advanced knowledge and clinical practice skills in the examination, diagnosis, and management of sport related injuries and illnesses.
3. Demonstrate advanced clinical practice, integrating effective communication, knowledge, skills, and clinical reasoning, professionalism, and self-reflection in daily practice.
4. Demonstrate foundational knowledge of human anatomy.
5. Demonstrate knowledge and skills for designing, conducting, analyzing, and disseminating athletic training research.

ATHLETIC TRAINING PROGRAM OBJECTIVES

Program Outcome 1

Demonstrate safe and effective clinical decision-making in athletic training practice in a manner that integrates quality improvement, evidence-based practice, and patient-oriented outcomes.

CAATE Post-Professional Core Competencies: Evidence-Based Practice, Quality Improvement, Patient-Centered Care, Healthcare Informatics, Professionalism, Interprofessional Education

ATSU Core Professional Attributes: Critical Thinking, Cultural Competence, Interpersonal Skills, Interprofessional Collaboration

Program Objectives

1. To ensure the achievement of the above stated program outcome, the curriculum and co-curricular educational components have been designed and developed to enhance the students' ability to:
2. Use quality improvement strategies to identify and address quality gaps for the purpose of improving patient outcomes, system performance, and professional development.
3. Demonstrate advanced clinical decision-making in athletic training practice in a manner that integrates clinical experience, patient values, and the best available evidence.
4. Use health information technology in daily clinical practice to improve clinical decision making, patient care documentation, patient education, and communication.
5. Demonstrate knowledge of the principles of clinical outcomes assessments and the value of these outcomes to the athletic training profession.
6. Employ clinician-based and patient-based clinical outcome measures to determine the effectiveness of athletic training services.

Program Outcome 2

Demonstrate advanced knowledge and clinical practice skills in the examination, diagnosis, and management of sport related injuries and illnesses.

CAATE Post-Professional Core Competencies: Evidence-based practice, Professionalism, Patient-Centered Care, Interprofessional Education

ATSU Core Professional Attributes: Critical Thinking, Cultural Competence, Interprofessional Collaboration, Interpersonal Skills

Program Objectives

1. To ensure the achievement of the above stated program outcome, the curriculum and co-curricular educational components have been designed and developed to enhance the students' ability to:
2. Identify current issues related to the recognition, assessment, and management of sport-related traumatic brain injuries
3. Demonstrate advanced knowledge and clinical practice skills related to the etiology, pathology, examination, and diagnosis of orthopaedic sport related injuries of the upper and lower extremities, back, and spine.
4. Demonstrate enhanced knowledge of the pathogenesis, pathology, and clinical manifestations of athletic illnesses arising from participation in physical activities.

Program Outcome 3

Demonstrate advanced clinical practice, integrating effective communication, knowledge, skills, and clinical reasoning, professionalism, and self-reflection in daily practice.

CAATE Post-Professional Core Competencies: Professionalism, Evidence-based Practice, Healthcare Informatics

ATSU Core Professional Attributes: Critical Thinking, Cultural Competence, Interprofessional Collaboration, Interpersonal Skills, Social Responsibility

Program Objectives

1. To ensure the achievement of the above stated program outcome, the curriculum and co-curricular educational components have been designed and developed to enhance the students' ability to:
2. Demonstrate advanced knowledge and clinical practice skills in the development and implementation of evidence based emergency care plans to prevent sudden death in sport.
3. Identify and describe unique considerations for the examination, diagnosis, and management of musculoskeletal injuries in the overhead-throwing athlete.
4. Explore the use of various functional performance tests for determination of functional status and performance ability.
5. Demonstrate advanced knowledge and clinical practice skills in the application of orthopaedic manual therapy techniques.
6. Discuss current concepts related to the indications, benefits, and use of instrument assisted soft tissue mobilization techniques.
7. Apply the elements of professionalism to the clinical practice of athletic training.

Program Outcome 4

Demonstrate foundational knowledge of human anatomy

CAATE Post-Professional Core Competencies: Patient-Centered Care, Professionalism, Interprofessional Education

ATSU Core Professional Attributes: Critical Thinking, Interprofessional Collaboration, Interpersonal Skills

Program Objectives

1. To ensure the achievement of the above stated program outcome, the curriculum and co-curricular educational components have been designed and developed to enhance the students' ability to:
2. Identify the anatomical structures of the upper extremity.
3. Identify the anatomical structures of the lower extremity.
4. Identify the anatomical structures of the head and face.
5. Identify the anatomical structures of the spine.
6. Integrate foundational anatomy into the daily clinical practice.
7. Identify the role of outcomes assessment as it relates to evidence-based practice (EBP).

Program Outcome 5

Demonstrate knowledge and skills for designing, conducting, analyzing, and disseminating athletic training research.

CAATE Post-Professional Core Competencies: Professionalism, Evidence-Based Practice, Patient-Centered Care, Healthcare Informatics

ATSU Core Professional Attributes: Critical Thinking

Program Objectives

1. Identify appropriate research questions from clinical experience and the literature.
2. Formulate appropriate research designs based on specific research questions.
3. Demonstrate appropriate statistical analyses for given research designs.
4. Demonstrate a deeper theoretical understanding of the profession.
5. Demonstrate enhanced critical thinking skills.
6. Demonstrate advanced writing and communication skills.
7. Contribute to advanced knowledge within the discipline through the dissemination of research information.

ATHLETIC TRAINING PROGRAM REQUIREMENTS

The Master of Science degree program in Athletic Training is a post-professional program of study that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE.) The Post-Professional Athletic Training Education Program is only open to individuals who are certified as athletic trainers by the Board of Certification (BOC), or individuals who have met eligibility requirements to sit for the BOC certification examination prior to their matriculation.

Program Requirements:

Students enrolled in the post-professional AT program are required to complete a 50 credit hour course of study. The AT curriculum is comprised of course offerings from four major areas: 1) Anatomic and Clinical Science Foundation, 2) Advanced Clinical Practice Foundation, and 3) Research Foundation. A minimum number of required course credits exist in each of the three major curricular categories. Students are required to obtain the minimum number of credits identified in each of the four major curricular areas in order to complete their requirements for the Master of Science degree in Athletic Training.

Course Registration:

Students are automatically registered and enrolled each block by the university registrar for all courses. Students enrolled in the post-professional AT program **MUST** complete a research requirement. The research requirement, referred to as research practicum in the credit hour summary below, provides students with the opportunity to complete a formal research project with subsequent preparation of a manuscript for publication in a professional journal. AT students will have 4 options to fulfill the research requirement set forth by the program in accordance with the "Standards and Guidelines for Post-Certification Graduate Athletic Training Education Programs." Each of the options culminates with a written thesis and an oral thesis defense (See *Research Practicum Guidelines* document).

Provided below is an overview of the minimum number of credit hours from each of the four major curricular areas. In addition, a breakdown of the specific courses offered in each of the major curricular areas is provided.

Credit Hour Summary:

MS Curriculum Overview		QTR HRS
Anatomic and Clinical Science Foundation (see below)		17
Advanced Clinical Practice Foundation (see below)		21
Research Foundation (see below)		12
TOTAL PROGRAM CREDIT HOURS		50

ATHLETIC TRAINING PROGRAM CURRICULUM

MS	Anatomic and Clinical Science Foundation	QTR HRS
ATRN 7111	Quality Improvement and Patient Safety (C)(D)	3
ATRN 7121	Evidence-Based Practice (C) (D)	3
ATRN 7131	Patient-Oriented Outcomes (C) (D)	3
HS 510	Human Anatomy I	4
HS 520	Human Anatomy II	4
FOUNDATION TOTAL CREDIT HOURS		17

MS	Advanced Clinical Practice Foundation	QTR HRS
ATRN 5310	Traumatic Brain Injury in Sport	3
ATRN 6310	Diagnosis of Orthopaedic and Sport-Related Injuries	5
ATRN 6320	Diagnosis and Management of Sport-Related Illnesses	3
ATRN 5101	Advanced Clinical Practice I: Sudden Death in Sport	1
ATRN 5201	Advanced Clinical Practice II: Current Topics in AT	1
ATRN 5301	Advanced Clinical Practice III: Patient Centered Care	1
ATRN 5401	Advanced Clinical Practice IV: Throwing Injuries	1
ATRN 6101	Advanced Clinical Practice V: Functional Movement Screening	1
ATRN 6201	Advanced Clinical Practice VI: Manual Therapy Techniques	1
ATRN 6301	Advanced Clinical Practice VII: Soft Tissue Rehabilitation Techniques	1
ATRN 6401	Advanced Clinical Practice VIII: Professional Development	3
FOUNDATION TOTAL CREDIT HOURS		21

MS	Research Foundation	QTR HRS
HS 522	Research Methods & Design (D)	3
HS 532	Methods of Data Analysis (D)	3
ATRN 5400	Research Practicum I	3
ATRN 6400	Research Practicum II	3
FOUNDATION TOTAL CREDIT HOURS		12

Class Schedules

Class schedules will be distributed via email to students prior to the start of each block. AT students are expected to be available for class Monday-Friday from 8:00 am-1:00 pm during the fall and spring blocks. Students are expected to refer to the *ASHS Residential Academic Calendar* for scheduled University holidays, which is available in the most current version of the ASHS Catalog. Students are also advised not to plan early flights or extended vacations when classes are in session. Please note that the core first year courses (Anatomy, Research Methods, and Data Analysis) run on the ASHS quarter calendar and do run one week longer in December and June and may require modified break schedule.

Students with graduate assistantships (GA's) should check with their employer or clinical preceptor for a schedule of their work responsibilities over academic holidays.

Books and Software

All textbooks for courses can be bought through a commercial vendor, such as Amazon or Barnes & Noble. Students are expected to have purchased and taken possession of their books prior to the first class of each block. It is also highly recommended that students save part of their loan checks from the previous semester so they can purchase their books on time for each subsequent semester.

The latest version of the software program *Endnote* (www.endnote.com) is required of all AT students. This software will be useful in both coursework and research activities. Endnote should be purchased prior to the commencement of coursework.

The program also utilizes Typhon Group Healthcare Solutions Allied Health Student Tracking (AHST™) System in the clinical education program. The AHST™ system is the leading allied health student tracking software. It offers a secure, customizable web application that functions as a complete electronic student tracking system, including comprehensive logging of each student's clinical objectives and skills achieved during their clinical rotations or graduate assistantship experiences. The system also includes, but is not limited to, tools for: 1) the development of electronic student clinical portfolios; 2) document management; 3) student and clinical supervisor coordination and communication; 4) comprehensive personnel evaluation; and, 5) data aggregation and analysis. Students will be required to subscribe to the service, at their own expense, during the clinical education session held during their orientation week. **The subscription will cost \$75 dollars**, and will provide the student with a total of five years of access to the system.

The program utilizes a virtual clinic for athletic training, housed within the CORE-AT Electronic Medical Record (EMR). The CORE-AT EMR was designed and built by the ATSU faculty to provide athletic trainers a comprehensive documentation and injury surveillance system, including the collection of patient demographics, general and detailed physical examination findings, daily treatment and patient progress, generic and region specific patient rated outcomes, and discharge summary status. The CORE-AT EMR is utilized by more than 60 clinical practice sites across the country as the primary documentation system for the Athletic Training Practice Based Research Network (AT-PBRN). Students will be provided account access to the virtual clinic, and will be required to access and utilize the CORE-AT EMR to complete assignments throughout the curriculum. Students will receive online training to use the CORE-AT EMR during the clinical education orientation.

ACADEMIC STANDARDS

Assignments

All course work and assignments should be submitted on time. Specific policies regarding late assignments are dependent upon the individual course professor. Refer to each course syllabus for course-specific assignment policies.

Program Attendance Policy

AT students are expected to attend all assigned courses, scheduled group meeting times, and clinical education hours. Students should report to classes or clinical setting on time, and should remain at the setting throughout the assigned block of time, unless excused by an immediate supervisor (i.e., clinical preceptor). In the event of unavoidable absences (e.g., illness, emergencies), students are expected to notify the appropriate clinical preceptor / course professor at the earliest possible time. The Clinical Education Coordinator should also be notified in the event that clinical education is disrupted.

Necessary, anticipated absences from classes or clinical assignments must have prior approval of the course professor or Clinical Education Coordinator, including travel associated with graduate assistantships. Students who will be traveling with teams should get their travel itineraries to all faculty members prior to the travel dates. In this event, the AT student is expected to notify the appropriate clinical preceptor / course professor of the approved absence at the earliest possible time.

Tardiness

AT students are expected to arrive on time for all classes and clinical rotations/internships. It is disruptive to the learning environment when students arrive late and need time to start their computers. Please be respectful of course professors and classmates by arriving on time for all classes and program-related events.

Classroom and Computer Etiquette

ATSU integrates technology into both classroom and clinical / practical education. The ATSU-Mesa campus provides students with Wi-Fi access to the Internet, online educational materials to communicate with faculty, administration, and staff via e-mail. By learning to retrieve information and utilize various software programs, students are able to provide health care that meets contemporary standards of care. However, students should be considerate in their use of this technology and use it only when and how it is appropriate.

ATSU e-mail is the primary method of communication between AT faculty and students. It is expected that students regularly check their ATSU e-mail throughout the day, and at least once before 7pm for schedule changes or important information for the following day's classes.

NOTE: Please include a subject line in any correspondence with faculty and staff.

Recording of Classroom Activities and Meetings

The recording of classroom lectures or private faculty meetings without permission is expressly prohibited for three reasons:

First, recording classroom lectures or laboratory activities without first seeking the permission of the professor and others in the classroom who may be recorded is a violation of existing University policy (see General Order 10-205). Additionally, recording a faculty member in the context of a private meeting is also a violation of this same order. Violations of University policies may result in disciplinary action according to the *ASHS Catalog* and the *ATSU Student Handbook*.

Second, producing recordings without the permission of those being recorded greatly increases the chance of the inappropriate use and distribution of those recordings, which can lead to additional violations of University copyright and intellectual property policies, as well as University and Program academic standards.

Third, making classroom recordings without first seeking permission of the course professor is a regretful breach of long-standing classroom expectations and etiquette, where both students and faculty operate under the assumption of some measure of privacy. Recording without permission undermines this assumption and threatens the learning environment for both students and faculty alike.

AT Faculty unanimously agree that these three factors vastly overshadow any possible argument that such recording is a necessary component of student learning.

Therefore, AT faculty **do not extend their permission to the continued recording of classroom or lab activities**. Furthermore, any previous recordings made without the express verbal permission of the faculty **constitute violations of existing University policy and should be destroyed**. If the student is unclear about whether or not he or she has the permission for a specific recording, the professor should immediately be consulted. The student should assume that all classroom recordings in which he or she did not seek specific approval from the professor to record the session DO NOT have the appropriate permissions and should be deleted immediately.

In the event of extraordinary or extenuating circumstances that may warrant such recording in the future, students are required to seek the permission of individual professors on a per class, per occurrence basis.

Student Evaluations of Faculty & Courses

Students are expected to complete evaluations for all courses in which they are enrolled at the ASHS. These evaluations consist of an online evaluation. These evaluations are used by faculty to improve the content and delivery of AT courses and are a critical component of quality control and faculty development. School and/or program personnel will arrange for student evaluation of each course, and students will be notified when the evaluations are available.

DEGREE COMPLETION STANDARDS

Certain requirements and standards are AT program-specific and are designated as such. Remaining requirements, standards, and policies are applicable to all students enrolled in programs at ASHS and ATSU and are designated as such. In such circumstances where a specific AT program requirement, standard, or policy is not explicitly stated, then the expressed ASHS/ATSU requirement, standard, or policy applies. Students must adhere to and comply with all AT and ASHS/ATSU requirements, standards, and policies.

The following requirements, standards, and policies apply to ALL students enrolled in the AT program.

Degree Completion Requirements

To earn a Master of Science degree in Athletic Training, all students must:

- Maintain a minimum overall GPA of 2.75*;
- Complete with a passing grade (“C” or better) all prescribed courses and clinical rotations;
- Obtain final thesis approval documenting completion of all thesis requirements;
- Discharge all financial obligations to ASHS-ATSU;
- File all necessary graduation forms with the ATSU Registrar’s Office, 800 West Jefferson St., Kirksville, MO 63501; (800) 626-5266 Ext. 2356;

*The U.S. Department of Education requires that all students receiving federal financial assistance must meet and maintain satisfactory academic progress, which is defined as minimum GPA of a 2.0 on a 4.0 scale.

However, the AT student is advised that the AT Program degree completion requirements presented above include a GPA standard that is more rigorous. Failure to maintain the minimum AT Program GPA of 2.75 will constitute a violation of program *Standards of Academic Performance*.

Attendance at the August commencement ceremony is strongly recommended.

Time to Complete Degree

Students who successfully complete all degree requirements in the prescribed timeline will complete the degree in no more than two years. However, the time to complete the degree will be delayed for any students who must repeat courses, fail to complete their final thesis requirements, or have not met any of the degree completion requirements for any reason.

Any of these three situations will result in delayed graduation and additional fees associated with university continued enrollment requirements (see *Continuous Enrollment* below).

Failure to complete the athletic training degree program within the five-year time period specified above is a violation of the program's Standards of Academic Progression, which will result in a student's dismissal from the program.

Repeating Courses

Students who receive a failing grade in a course or clinical rotation are required to 1) retake the course and, 2) pay a pro-rated amount of tuition. Repeated courses will be made available to the student on a schedule determined by the program. In most cases, courses will be available to students to repeat whenever the course is offered next by the program. **Such course repetition will most likely result in a delay in graduation and additional fees associated with university continued enrollment requirements (see *Continuous Enrollment* below).**

In such circumstances where a student fails a course that is an explicitly defined prerequisite for future courses in the curriculum, the student will not be allowed to enroll in these future courses until such time as he/she has successfully completed the failed course. **This will result in delayed thesis progress and will result in an extended period of time to complete the degree, delayed graduation, and additional fees associated with university continued enrollment requirements (see *Continuous Enrollment* below).**

Students enrolled in the AT program are expected to demonstrate subject matter knowledge and / or clinical skills consistent with a final course grade of "C" (as determined by the course professor) or higher for each course in which they are enrolled. Students are expected to maintain a minimum cumulative GPA of 2.75 and will not be allowed to repeat courses that were successfully passed with a "C" or better.

STANDARDS OF ACADEMIC PERFORMANCE & PROGRESSION

Standards of Academic Performance

To maintain good academic standing, each student is required to maintain a cumulative GPA of 2.75. In addition, each required and elective course must be passed with a "C" grade or better. Students who fail one AT program course will be placed on academic probation (See Academic Probation Below) and must repeat the course on a schedule determined by the program. Such course repetition will most likely result in a delay in graduation.

Students who obtain a cumulative GPA of less than the minimum required 2.75 will be placed on academic probation (See Academic Probation Below). Students who fail a course or fail to maintain the required cumulative GPA of 2.75 at any time throughout their program of study will be referred to the Athletic Training Academic Review Board (AT-ARB) (See Athletic Training Academic Review Board Below).

The AT-ARB may make recommendations to the student to help him/her achieve the required standards of academic performance and to ensure academic progression. These recommendations may include such things as reducing the time spent at graduate assistantship positions, or giving up a graduate assistant position in order to focus on academics. Student compliance with these recommendations for academic success will be taken into consideration at subsequent meetings of the AT-ARB.

Academic Performance Summary:

- First Course Failure = Academic Probation and referral to AT-ARB
- Cumulative GPA below 2.75 for one block = Academic Probation and referral to AT-ARB

Standards of Academic Progression

Progression in the AT program is contingent on continued demonstration of satisfactory completion of program objectives and course content. Lack of academic progression is grounds for academic dismissal from the athletic training program and may be determined as the result of, but not limited to, the following conditions:

- 1) Failure of two or more courses or clinical rotations, and/or;
- 2) Continued academic probation for failure to maintain the minimum required cumulative 2.75 GPA for two blocks.
- 3) Failure to complete all program requirements within the specified program degree completion timelines
- 4) Failure to achieve BOC certification and Arizona State Licensure by the end of the fall semester (fall block 2) of the student's first year

- 5) Loss of BOC certification and/or Arizona State Licensure at any point during the student's time in the program
- 6) Failure of any "Advanced Practice" course (AT 5101, AT 5201, AT 5301, AT 5401, AT 6101, AT 6201, AT 6301, AT 6401)

A reduced course-load or a decelerated program of study will not be made available to athletic training students experiencing academic difficulty due to the sequential and progressive nature of the curriculum. Except in circumstances where: 1) program degree completion timelines have not been met, or 2) national certification and state licensure requirements have not been satisfied, students failing to meet the Standards of Academic Progression will be referred to the Athletic Training Academic Review Board (AT-ARB) (See Athletic Training Academic Review Board Below). If the AT-ARB determines that a student has demonstrated lack of academic progression, the student will be dismissed from the program (See Athletic Training Academic Review Board and Academic Dismissal below).

In situations where a student is in violation of Standards of Academic Progression for not meeting established program degree completion timelines or national certification and state licensure requirements, the student will be dismissed from the program.

Academic Progression Summary:

- Failure of Second Course = Referral to AT-ARB with possible dismissal from program
- Cumulative GPA below 2.75 for two blocks = Referral to AT-ARB with possible dismissal from program
- Failure to meet established program degree completion timelines = Automatic dismissal from the program
- Failure to meet BOC certification and state licensure requirements = Automatic dismissal from the program

Athletic Training Academic Review Board

The Athletic Training Academic Review Board (AT-ARB) monitors student compliance with the *Standards of Academic Performance* and *Standards of Academic Progression*. The AT-ARB will consist of all full-time faculty in the AT program and will meet to review a student's compliance with standards of academic performance and progression. Students will be notified, in writing, at least three (3) academic days prior to the scheduled meeting of the AT-ARB. This notification will state why the student is failing to meet the *Standards of Academic Performance* or the *Standards of Academic Progression* and the day, time, and place of the scheduled meeting.

In the case of a student who has failed to meet the *Standards of Academic Performance*, the student will be required to attend this meeting to ensure student understanding of his/her current academic standing, discuss options to help the student improve his/her current academic standing, and to determine an appropriate plan for repeating courses if necessary.

In the case of a student who has failed to meet the *Standards of Academic Progression*, the student will be required to attend this meeting to ensure student understanding of his/her current academic standing, present his/her case for consideration by the AT-ARB, and to ensure appropriate academic due process. The AT-ARB will review the student's academic history, departmental policy regarding academic progression, the student's explanation of his/her current academic standing, and any other pertinent information. The AT-ARB will then vote by simple majority to determine if the student has failed to meet the program's published *Standards of Academic Progression*. If the AT-ARB determines that the student has failed to meet the *Standards of Academic Progression*, the Athletic Training Program Director will notify the student in writing within three (3) academic days that he/she is dismissed from the AT Program. A dismissal decision is effective immediately.

RESEARCH EXPERIENCES

The objective of completing a research thesis as part of graduate studies is to provide a mechanism for students to deepen their theoretical understanding of the profession, enhance their critical thinking ability, increase their writing and speaking skills, and advance the knowledge of the discipline.

An in-depth explanation of the thesis requirements and each option is described in the *Research Practicum Guidelines* document, which is distributed during the research session of the week of AT program orientation. The student is referred to those guidelines for additional details.

PROFESSIONAL AND LEADERSHIP DEVELOPMENT PROGRAM

Opportunity for student involvement in a wide range of professional and leadership development activities represents an important component of the PP-ATEP. In general, the learning experiences provided are designed to enhance the student's professional growth as an athletic training clinician, educator, researcher, and administrator. Learning experiences in each of these areas are provided through the Advanced Practices course series.

Please refer to the *Professional and Leadership Development Program Policies and Procedures Manual* on the clinical education guide website (<http://guides.atsu.edu/atclinicaleducation>) for details and requirements for Professional and Leadership Development activities.

CLINICAL EDUCATION

Opportunity for student involvement in a wide range of clinical experiences represents a major component of the PP-ATEP. In general, the learning experiences provided are designed to enhance the student's professional growth as an AT clinician and administrator. A variety of clinical education experiences are provided through a sequence of courses, entitled *Advanced Practices*, which transcend the two-year athletic training program. In an attempt to provide a wide range of opportunities for continued learning and professional growth, two major categories of clinical education have been established: (1) *clinical rotations* and (2) *graduate assistantships*.

Please refer to the *Clinical Education Policies and Procedures Manual* on the clinical education guide website (<http://guides.atsu.edu/atclinicaleducation>) for details and requirements for Advanced Practices courses.

SOCIAL MEDIA GUIDELINES

The AT Program recognizes that social media networks, such as Facebook and Twitter, offer unique opportunities to communicate with friends, family, and colleagues, and can also be a valuable tool for maintaining friendships and developing personal and professional relationships. However, as practicing healthcare providers, you should be cognizant of both the public and permanent nature of these forums, and the potential for lapses in professionalism and professional behaviors.

The University's *Code of Behavioral Standards* currently addresses situations arising from inappropriate or unprofessional student behavior, including those behaviors stemming from the (mis)use of computer and information technologies. In addition, the *ATSU Student Handbook* provides additional guidelines for student use of social networking sites. Behaviors that are inconsistent with the guidelines established in this document *might* constitute a violation of the *ATSU Code of Academic Conduct* and/or the *ATSU Code of Behavioral Standards*, and/or state or federal patient privacy and confidentiality laws. The penalties for violation of these codes, as well as a detailed explanation of the proceedings that would ensue in the wake of a violation, are provided in the *ATSU Student Handbook*. Students are advised to consult the appropriate sections of that document for specific information.

The guidelines provided below are considered "best practice" recommendations for AT students that should be used in both personal and professional social media use. They generally echo the guidelines

for social networking sites provided in the *ATSU Student Handbook*. Collectively, they represent a sound strategy for avoiding violations of existing University codes of academic and behavioral conduct, as well as violations of state and federal law, that may arise from the use of social media.

Professional Conduct:

1. Students should treat postings to social media sites in the same way as any other personal communication. AT students are expected to represent the AT program, ATSU, and their respective disciplines in a highly professional manner.
2. Students should be aware that any postings made regarding patients or patient care, or that portray unprofessional conduct by themselves or colleagues, can be used in disciplinary investigations and have potential legal ramifications.
3. Unprofessional posts made by others on an AT student's page, or about an AT student on another's page can reflect poorly on that student. AT students are encouraged to monitor posts made by others on their page, or about them on others' pages, to ensure professional conduct standards are maintained.
 - a. For example, it is easy for a friend to post an unflattering picture and tag you in that picture, which results in your entire social network being notified of your presence in that photograph. While Facebook allows the person being tagged to control the dissemination of that photograph, effective censoring requires constant monitoring of your online social media identity
4. Interactions with patients through social media outlets are strongly discouraged. Such interactions have the potential to compromise patient care and trust by creating a dual relationship, blurring the lines of professional and personal interactions.
5. Students should refrain from accessing or posting to social media sites during work hours.

Privacy

1. Students are encouraged to utilize privacy settings to ensure that only those persons who they grant access to can view personal information and photos. Regular monitoring of privacy settings is also encouraged, as social media sites are frequently changing such policies.
2. Content submitted to social media sites should be considered permanent. Even if posts or photos are removed, deleted, or accounts closed, the potential for recovery of content exists. In addition, most users are free to download or print content at any time. Students should consider any information to be out of their control once submitted.

Patient Confidentiality / HIPAA / FERPA

1. All HIPAA and FERPA rules apply to content submitted on social media sites. Posts that include identifiable patient information or educational records should not be made under any circumstances. Violations can carry the same consequences as other HIPAA or FERPA infractions.
2. Students should refrain from posting about specific patients or clinical encounters, even if identifiable patient information is not provided. The possibility of patient identification exists simply based on the context of the post.
3. Photos of patients or photos depicting injured body parts should never be posted unless written permission has been obtained from the patient. Even in such cases, students should remember that once submitted, such materials are publically available and can be downloaded, printed, or shared.

4. AT students should become familiar with any existing social media use policies in place at their respective clinical sites, and maintain compliance with such policies as part of their employment or clinical education.

COMMENCEMENT OBLIGATIONS

Information about commencement and other graduation-related activities can be found at the Mesa Campus Student Services website located at:

http://www.atsu.edu/student_services/mesa/Graduation.htm

Students in the Athletic Training Program are strongly encouraged to attend the August ceremony.

MISCELLANEOUS ATHLETIC TRAINING PROGRAM POLICIES

Faculty Office Hours

The AT program faculty establish office hours at the beginning of each block. These hours are posted outside the doors of faculty offices, and in course syllabi. Students are encouraged to use these office hours for meetings and should become familiar with each faculty member's office hours schedule.

HIPAA Training

All AT students are required to be trained in HIPAA regulations. The Clinical Education Coordinator will conduct HIPAA training during AT program clinical education orientation.

CPR and OSHA Training

Both the *Clinical Affiliation Agreement*, and the *Agreement for Graduate Athletic Training Internships*, the contracts that govern clinical education, stipulate that verification of current CPR certification be provided prior to assignment to clinical settings. All students accepted into the AT program are expected to have completed CPR certification prior to matriculation. Proof of CPR training (i.e., duplicate copy of CPR card) must be on file with the AT program Clinical Education Coordinator before classes or clinical assignments begin.

As a condition of the *Clinical Affiliation Agreement* and *Agreement for Graduate Athletic Training Internships*, all students in the health care programs at the ASHS are required to complete training regarding compliance with the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Rule (OSHA Standard 1910.1030) before assignment to health care facilities. This training will be provided to incoming AT students during AT program clinical education orientation and during the first week of the second year advanced practice course for returning students.

Health Insurance

All ASHS students are required to have health insurance. Health insurance policies must be approved for acceptable coverage amounts. Minimum coverage requirements can be found in the *ATSU Student Handbook* and the *ASHS Catalog*.

Immunizations

As part of the admissions process, students accepted into the AT program are required to submit a completed immunization record form to ASHS that documents their immunization history. This record must be on file in the office of the AT Program Director before students are able to begin classes. As stipulated in the student's *ATSU Admission Agreement*, students are required to undergo all necessary immunizations to be in accordance with the recommendations of the Center for Disease Control Immunization Practices Advisory Committee, at their own expense. In addition, students are required to undergo tuberculosis testing if clinically indicated.

All students are required to submit evidence of immunization against communicable diseases, and health insurance coverage **prior to matriculation**. The specific immunizations required prior to matriculation into a health science professional program are identified in the student's admission packet, which is sent to the student upon an offer of conditional acceptance into the program.

PROFESSIONAL STANDARDS OF CONDUCT

Professional Conduct

During the two-year AT program, students will have many occasions to interact with a variety of healthcare and other professionals through their involvement in courses and clinical activities. During these experiences, AT students are expected to represent ATSU, the Department of Interdisciplinary Health Sciences, and the AT Program in a highly professional manner. Inherent in this expectation are high standards regarding professional conduct, personal appearance, and interpersonal relationships.

AT students should be especially sensitive to the fact that they represent the institution / agency to which they are assigned. In most cases, clinical personnel will conduct an informal or formal orientation to the pertinent policies and procedures, rules and regulations, and professional standards governing their respective programs or services. All students in the AT program are expected to assume responsibility for being aware of, and complying with, the policies and procedures of each professional setting to which they are assigned. Such policies may include, but not necessarily be limited to, matters of personal attire and appearance, professional behavior, clinician-patient relationships, and confidentiality of medical / health care information.

In addition, students have simultaneous and formal obligation to the University's *Code of Behavioral Conduct*, as well as to the practice standards and codes of ethics of those professional and regulatory organizations (e.g., NATA, BOC, ABAT) to which the student belongs and/or is responsible.

Therefore, it is important for the student to understand that the consequences of unprofessional could be broad, resulting in both informal and formal consequences affecting the student's academic and professional standing. In other words, a single egregious act of unprofessional conduct *could simultaneously result* in the student's dismissal from school, loss of NATA membership, loss of BOC credential, and loss of state practice license.

Professional Dress

Students should dress in a manner appropriate for a health professions educational institution.

Students are expected to maintain the highest standards of personal hygiene and professional appearance at all times. Hair must be neat, clean, and of such length as not to interfere with laboratory or clinical duties. Facial hair must be neatly trimmed. Footwear is required.

During laboratory sessions, all students are required to comply with the program or course dress code. Students on clinical rotations or graduate assistantships are required to comply with the dress code of the facility or program guidelines.

Identification badges are provided by the ASHS and must be worn while on campus and in clinical rotations. A fee may be charged for replacement of lost tags.

A: ACKNOWLEDGEMENT OF ATHLETIC TRAINING PROGRAM STUDENT PROGRAM GUIDE

A.T. Still University
ATHLETIC TRAINING PROGRAM

I, _____ have received, read, and have been given the opportunity to ask questions about the *Athletic Training Program Student Guide*. I understand and will abide by the policies outlined in this program guide.

Signature

Print Name

Date

Please make a copy for your own records