



**GANNON UNIVERSITY**  
Athletic Training

# **MASTERS OF ATHLETIC TRAINING PROGRAM**

## **STUDENT HANDBOOK**

**2017-2018**



GANNON UNIVERSITY IS AN INDEPENDENT UNIVERSITY WHICH OPERATES IN ALL ASPECTS PERTAINING TO STUDENTS, FACULTY MEMBERS, ADMINISTRATION AND STAFF UNDER A NON-DISCRIMINATORY POLICY WITH REGARD TO RACE, COLOR, AGE, RELIGION, GENDER, NATIONAL ORIGIN, AND DISABILITY

ACCREDITED PROGRAM

Revised 6-2016, 5-2017

## Contents

INTRODUCTION .....	7
General Program Information.....	8
Introduction and General Description.....	9
Overview of the Athletic Training Profession .....	9
THE ATHLETIC TRAINER.....	9
EDUCATION .....	9
CERTIFICATION .....	10
Program Mission and Goals.....	10
PROGRAM OUTCOMES.....	10
PROGRAM STUDENT LEARNING OUTCOMES .....	10
Program Faculty and Personnel .....	11
PROGRAM FACULTY .....	11
UNIVERSITY ADMINISTRATION.....	12
ASSOCIATED PERSONNEL .....	12
Program Accreditation .....	13
Admissions Information.....	13
ADMISSION REQUIREMENTS .....	13
<b>Entry Level Masters of Athletic Training</b> .....	13
<b>Five Year Masters of Athletic Training</b> .....	13
ADMISSIONS PROCESS.....	14
Tuition and Program Specific Costs .....	14
Program Curriculum Information .....	17
Degree Completion Options .....	18
PROFESSIONAL, POST-BACCALAUREATE OPTION .....	18
FIVE-YEAR BACHELOR'S TO MASTER OPTION.....	18
Course Schedules .....	18
<b>PROFESSIONAL MASTER'S OF ATHLETIC TRAINING (59 CREDITS TOTAL) ..</b>	<b>18</b>
Course Descriptions .....	21
Program Retention and Progression.....	25
Repeat Course Policy .....	26
General University Policies .....	27

Graduate Studies Mission Statement .....	28
Graduate Studies Vision Statement .....	28
Graduate Studies Learning Outcomes .....	28
MASTER KNOWLEDGE AND SKILLS: .....	28
THINK CRITICALLY .....	28
CONDUCT AND ANALYZE RESEARCH.....	28
MANIFEST LEADERSHIP AND PROFESSIONAL RESPONSIBILITY .....	28
Academic Grievance Policy.....	29
SCOPE AND PURPOSE:.....	29
GENERAL GUIDELINES .....	29
INFORMAL RESOLUTION PHASE.....	29
FORMAL RESOLUTION PHASE .....	30
Academic Integrity.....	32
I. FORMS OF ACADEMIC DISHONESTY .....	32
A. Plagiarism.....	32
B. Fabrication.....	33
C. Cheating .....	33
D. Academic Misconduct.....	33
II. PROCEDURE .....	34
A. Informal Procedure .....	34
B. Formal Procedure .....	34
Academic Dishonesty Sanctions.....	35
III. Policy of Professional Integrity .....	36
Professional Behavior .....	36
Ethical Behavior.....	36
IV. Sources.....	36
PROGRAM SPECIFIC POLICIES .....	36
Access to Student Records.....	38
Advising.....	39
Attendance Policy .....	39
Grading Scale.....	39
Graduation.....	39
Medical Leave.....	40
Non-Discrimination Policy .....	41

Policy on Withdrawal and Dismissal.....	41
WITHDRAWAL.....	41
DISMISSAL .....	41
Statute of Limitations.....	42
Athletic Training Program Policies .....	43
NATA Code of Ethics.....	44
NATA MISSION STATEMENT .....	44
PREAMBLE .....	44
Technical Standards .....	47
HISTORY AND RATIONALE.....	47
ATHLETIC TRAINING PROGRAM TECHNICAL STANDARDS FOR ENROLLMENT ....	48
ATrack .....	50
Immunizations.....	50
Communicable Disease Policy .....	51
<b><i>Blood-Borne Pathogen Training</i></b> .....	52
HIPAA .....	52
Family Educational Rights and Privacy Act (FERPA).....	53
CPR/First Aid.....	55
Liability Insurance .....	55
Use of Appropriate Terminology.....	56
Travel with Teams .....	56
Policy on Participation as a Varsity Athlete .....	57
Policy on Outside Employment .....	57
Policy on Social Media .....	57
Clinical Education Policies .....	59
Description of Clinical Education.....	60
Overview .....	60
Description of Student Clinical Education Levels.....	61
Description of Clinical Education Experiences .....	63
Clinical Education Placement Qualifications .....	63
<i>Physical Examinations and Health Forms</i> .....	63
<i>Health Insurance</i> .....	63
Clinical Education Supervision.....	64
Clinical Education Progression.....	64

Clinical Rotations.....	64
Clinical Hours Policy (minimum and maximum/day-off policy).....	64
Clinical Education Attendance .....	65
Preseason Attendance .....	65
ATS Clinical Education Experience Attendance .....	65
<i>Requests for time-off from Clinical Education Experiences</i> .....	66
Clinical Education Attendance – Inclement Weather.....	67
Clinical Education Penalties .....	67
Removal from Clinical Experiences .....	68
Clinical Education Site Policies.....	68
Professional Appearance, Attire, & Grooming.....	68
Professional Conduct .....	69
Sound Judgment.....	69
Punctuality .....	70
Care of Facilities and Equipment.....	70
Cell Phones/Mobile Devices.....	71
Dress Code .....	71
Behavioral Expectations .....	71
Relations with Other Medical Professionals.....	71
Relations with Coaches.....	71
Relations with Athletes .....	71
Relations with Other Athletic Training Students.....	72
Harassment & Discrimination.....	72
Unethical & Criminal Activity.....	73
Alcohol, Tobacco and Other Drugs .....	73
GANNON MASTERS of ATHLETIC TRAINING PROGRAM .....	79
GANNON UNIVERSITY MASTERS of ATHLETIC TRAINING PROGRAM .....	82
HIPAA Patient Confidentiality.....	83
MAT PROGRAM.....	83
FERPA Confidentiality.....	84
MAT PROGRAM.....	84
CAATE Student Waiver Form.....	85
MAT PROGRAM.....	85
Athletic Training Program Student Statement of Contract.....	86

Bloodborne Pathogens Training .....	89
MAT PROGRAM.....	89
Student Absence Form.....	90
MAT PROGRAM.....	90

## INTRODUCTION

This handbook was created specifically for those students enrolled in the Professional Master's Degree in Athletic Training (MAT). It provides detail on the policies and procedures for athletic training students accepted in the professional program. It should be read by each student upon its presentation and kept as a reference for future questions or concerns throughout their enrollment at Gannon University.

In this handbook are policies, guidelines, procedures, and other information for class, laboratory, and clinical education. The program offers a variety of clinical education sites in the Erie and surrounding areas for students to apply their athletic training skills. Specific policies at each clinical site must be followed as well. Please refer specific clinical site questions or concerns to the Coordinator of Clinical Education, Program Director and/or your supervising Clinical Preceptor.

Please consult the current Gannon University Institutional Policy Manual for further important information. It is **your** responsibility to know and follow the guidelines and expectations of the MAT program, the Sport & Exercise Department and Gannon University as a whole.

# PART I

## General Program Information

## Introduction and General Description

The Master of Athletic Training program is intended to provide quality education in athletic training along with relevant clinical experiences that will better prepare the student for professional careers in athletic training or further educational opportunities. The overall goal of the program is to prepare graduates with the knowledge, skills and abilities necessary for a professional athletic trainer as identified within each of the eight content areas of the NATA educational competencies. These competency areas are evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, and professional development and responsibility. To achieve this goal, a comprehensive curriculum has been designed to integrate a didactic classroom instruction and clinical education with the incorporation in all aspects of the profession which form the Foundational Behaviors of Professional Practice (NATA 2011).

## Overview of the Athletic Training Profession

### **THE ATHLETIC TRAINER**

Athletic training is practiced by, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. The Certified Athletic Trainer (ATC®) is a highly educated and skilled allied health care professional. In cooperation with physicians and other allied health personnel, the Athletic Trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, industrial settings, professional sports programs and other health care settings.

### **EDUCATION**

Certified Athletic Trainers must possess, at minimum, a bachelor's degree from an Accredited Athletic Training Program (AT Program). As of 2022, all students must be enrolled in a professional Master's Degree in Athletic Training to be eligible to take the Board of Certification (BOC) exam. The Commission on Accreditation of Athletic Training Education (CAATE) is the recognized accrediting body for athletic training education. .

Athletic Training education occurs in 9 major content areas:

Evidence-Based Practice (EBP)

Therapeutic Interventions (TI)

Prevention and Health Promotion (PHP)      Psychosocial Strategies and Referral (PS)  
Clinical Examination and Diagnosis (CE)      Healthcare Administration (HA)  
Acute Care of Injuries and Illnesses (AC)      Professional Development and Responsibility (PD)  
Clinical Integrated Proficiencies (CIP)

Athletic Training Students (ATS) also participate in extensive clinical affiliations with the a variety of populations under direct supervision of a BOC Certified Athletic Trainer, licensed in the state of Pennsylvania or MAT Program approved Clinical Preceptor.

## **CERTIFICATION**

Athletic Trainers have satisfactorily fulfilled the requirements for certification established by the Board of Certification, Inc. (BOC). BOC certification is recognized by the National Commission for Certifying Agencies and is currently the only accredited certification program for Athletic Trainers. The certification examination administered by BOC evaluates a candidate’s knowledge, skills and abilities required for competent performance as an entry level athletic trainer. Candidates must complete an entry level athletic training program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification examination, at which time the BOC will designate the credentials “ATC®” to the successful candidate.

For more information visit the National Athletic Trainers’ Association at [www.nata.org](http://www.nata.org), the CAATE at [www.caate.net](http://www.caate.net) and the Board of Certification, Inc. at [www.bocatc.org](http://www.bocatc.org).

## **Program Mission and Goals**

The mission of the Gannon University Athletic Training Program is to provide comprehensive didactic, evidence-based, and clinical education to prepare students for a career in athletic training. The Masters of Athletic Training Program will provide outstanding classroom and clinical instruction in the prevention, recognition, evaluation, treatment and rehabilitation of physically active individuals. The student has the opportunity to develop competency and proficiency in performing skills incorporating analytical problem-solving abilities to assist with the practice of athletic training.

## **PROGRAM OUTCOMES**

1. To be committed to maintaining a professional level CAATE accredited curriculum that educates students through didactic, laboratory and practical clinical experiences.
2. To prepare athletic training students to successfully pass the Board of Certification (BOC) exam after completion of the MAT curriculum.

## **PROGRAM STUDENT LEARNING OUTCOMES**

1. Students will demonstrate knowledge, skills and abilities in evidence based practice.
2. Students will demonstrate knowledge, skills and abilities in prevention and health promotion.
3. Students will demonstrate knowledge, skills and abilities in clinical examination and diagnosis.
4. Students will demonstrate knowledge, skills and abilities in acute care of injury and illness.
5. Students will demonstrate knowledge, skills and abilities in therapeutic interventions.
6. Students will demonstrate knowledge, skills and abilities in psychosocial strategies and referral.
7. Students will demonstrate knowledge, skills and abilities in healthcare administration.
8. Students will demonstrate knowledge, skills and abilities in professional development and responsibility.
9. Students will demonstrate proficiencies in clinical integration of course materials.

## Program Faculty and Personnel

### **PROGRAM FACULTY**

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## Program Accreditation

The MAT Program is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). The MAT program received initial accreditation January, 2016 and was granted 5 years of accreditation. The next accreditation cycle is 2021-2022. Only graduates of programs accredited through CAATE are eligible to sit for the BOC examination.



## Admissions Information

### **ADMISSION REQUIREMENTS**

#### **Entry Level Masters of Athletic Training**

1. Apply to Gannon graduate school <http://www.gannon.edu/Admissions/Graduate-Admissions/>
  1. Undergraduate degree (or expected completion of undergraduate degree prior to enrollment) in exercise science, kinesiology, human performance, sports medicine or related field.
  2. Minimum 2.75 overall GPA, 2.75 in prerequisite courses.
  3. Three letters of recommendation.
2. After provisional acceptance from the graduate school, complete the following;
  1. [Technical Standards](#)
  2. [Background Check](#)
  3. [Physical](#) (immunizations will be verified prior to beginning first clinical course)
3. After successful completion of the above paperwork, Gannon University will notify the student electronically of their final acceptance into the MAT Program.

#### **Five Year Masters of Athletic Training**

1. Apply to Gannon undergraduate admissions  
<http://www.gannon.edu/Admissions/Undergraduate-Admissions/>

1. Overall high school GPA of 3.0.
  2. SAT of 1000 (math and verbal) or ACT equivalent of 21.
  3. International students should achieve a minimum TOEFL score of 79 to be considered for full-time enrollment.
2. End of Sophomore year;
    1. GPA of 3.0 both overall and in prerequisite coursework.
  3. Junior Undergraduate Spring Semester the following items are required to be completed:
    1. [Technical Standards](#)
    2. [Background Check](#)
    3. [Physical](#) (immunizations will be verified prior to beginning first clinical course)

## **ADMISSIONS / APPLICATIONS PROCESS**

Gannon University and the MAT program receives and reviews applications for the professional MAT program and all applicant credentials exclusively through the Athletic Training College Application Service (ATCAS), provided by the CAATE. This includes information from all previously attended university or college transcripts, letters of recommendations, AT observation hours, personal essay and supplemental materials. Full application instructions can be found on the Gannon University, MAT page by visiting <https://atcas.liasoncas.com>.



### **English Language Proficiency**

Students whose native language is not English and who intend to begin their degree immediately must demonstrate English language proficiency with the following documentation: a minimum TOEFL iBT of 79, a minimum IELTS score of 6.5 or clearance of ELS level 112 (or a comparable campus-based program). Students who do not have the minimal proficiency will be tested upon arrival and placed, if necessary, into Gannon's English-as-a-Second-Language (ESL) program in order to attain the requisite English-language proficiency. Students who are required to take ESL courses must successfully complete the ESL program before being completely transitioned into a degree seeking program. Admission to the MAT program occurs on a cohort basis. New cohorts begin every Summer session.

### **Tuition and Program Specific Costs**

Specific Gannon University costs can be found at: <http://www.gannon.edu/Financial-Aid/Tuition-and-Fees/>. There are some specific costs attributed to the Gannon University MAT Program

1. National Athletic Training Association (NATA) membership fee is required. Gannon University subscribes to ATrack Online as a way to track student learning and document clinical education experience hours. ATrack is free to NATA student members. The NATA membership for non-certified students is \$65/year for new members and \$85/yr. for renewing members. Each student will have to be renewed yearly.

2. Criminal background checks as well as **mandatory child abuse reporting training** are required for any clinical site where you may come in contact with minors. There is a fee associated with obtaining these background checks that vary. You must have a PA Child Abuse Background Check, a PA State Police Background Check and a FBI fingerprinting check completed.
  - a. Gannon University - Exercise Science/Master of Athletic Training has partnered with CastleBranch, one of the top ten background check and compliance management companies in the nation to provide you a secure account to manage your time sensitive school and clinical requirements.
  - b. After you complete the order process and create your account on <https://portal.castlebranch.com/gf43>, you can log in to your account to monitor your order status, view your results, respond to alerts, and complete your requirements.
  - c. New Student Application for background clearances: \$27
  - d. After full acceptance Compliance Tracker purchase: \$35
  - e. International Background Checks: Around \$65
3. As part of the professional MAT Program you will be required to purchase apparel for your clinical education experiences. The cost is dependent on the clothing retailer. The polo shirts will be available to order after you come to campus. You are required to purchase two polo shirts for the program.
4. You will obtain your First Aid, CPR/AED for the Professional Rescuer certification for this program. This certification will be obtained through your course (GSPRT 505) at an additional cost. You are also required to obtain Bloodborne pathogen training as part of the GSPRT 505 course. The course fee for the certifications is \$35 but is subject to change based upon the American Red Cross and/or provider cost.
5. There is a \$50 course fee for GSPRT 509 which is Taping and Bracing of Athletic Injuries
6. You will have the option to sit for the certified strength and conditioning specialist exam. This exam is an additional cost of \$340 for NSCA members and \$475 for non NSCA members.
7. In order to become an athletic trainer, students must pass the Board of Certification exam. The exam cost for first time test takers is \$300. Re-take candidates fee is \$400.
8. You are responsible for any cost associated with required physicals and immunizations.

9. There may be possible drug testing requirements depending on your clinical placement that is the student's responsibility. Cost will vary depending on clinical site.
- 10. Students are responsible for their own travel to and from clinical sites. Based upon distance of clinical sites and gasoline prices, your cost will vary throughout the year.**
11. Each student is required to provide proof of health insurance prior to entry into the MAT Program. If you do not have health insurance through your parent and/or guardian, this cost will vary.

### **Graduate Assistantships**

A limited number of Graduate assistantships are available in the Master of Athletic Training program. Graduate assistants will provide services to the program that may include, but are not limited to, assisting with undergraduate coursework, coordination of research and/or laboratory activities, responsibilities in the Center for Human Performance and others as determined by the program director and faculty of the Athletic Training program. **The graduate assistantship hours may not be completed as part of the student's clinical education experiences.** Visit the MAT program website at <http://www.gannon.edu/Academic-Offerings/Health-Professions-and-Sciences/Graduate/Athletic-Training/Graduate-Assistantships/> for complete details.

# PART II

## Program Curriculum Information

## Degree Completion Options

### PROFESSIONAL, POST-BACCALAUREATE OPTION

The post baccalaureate, [two year program](#), is designed for students who have already completed a bachelor's degree in a related field and have met the admission requirements for graduate entry. The program consists of 59 credits of graduate level education and clinical experiences. The multi-year cycle is highlighted below.

### FIVE-YEAR BACHELOR'S TO MASTER OPTION

The five-year master's degree option is designed for incoming freshmen (or internal or external transfers who meet degree matriculation requirements) who are interested in an accelerated path toward the advanced degree. In this option, students complete three years of undergraduate coursework in the Sport and Exercise Science Department as well as the Gannon University Core of Discovery, 129 credits in total, followed by two full years of Athletic Training specific courses. There are a total of 30 credits over the course of six semesters culminating in the Master of Athletic Training degree. Some courses within the degree are cross-listed with an undergraduate number for purposes of billing within the University. Beginning the summer after their 3<sup>rd</sup> year, students will begin the "professional phase" of their program. At the conclusion of the spring semester of the 4th year, students will receive a Bachelor of Science degree with a major in Sport and Exercise Science. Following completion of the 5th year, students will receive a Master of Athletic Training degree.

High school graduates will be eligible for the five-year Master of Athletic Training program if they meet the following academic criteria.

- Overall high school GPA of 3.0
- SAT of 1000 (math and verbal) or ACT equivalent of 21

**International students should achieve a minimum TOEFL score of 79 to be considered for full-time enrollment** Course Schedules

### PROFESSIONAL MASTER'S OF ATHLETIC TRAINING (59 CREDITS TOTAL)

#### **SUMMER YEAR 1- 9 credits**

- SPRT 471 / GSPRT 505 Principles of Athletic Training (3)
- SPRT 472 / GSPRT 509 Taping and Bracing of Athletic Injuries (2)
- SPRT 473 / GSPRT 511 Non-Orthopedic Injury Assessment (3)
- SPRT 483 / GSPRT 513 Clinical in Athletic Training: Preseason Experience (1)

### FALL YEAR 1- 10 credits

- SPRT 474 / GSPRT 515 Clinical in Athletic Training I (4)
- SPRT 478 / GSPRT 555 Lower Body Extremity Assessment (3)
- SPRT 476 /GSPRT 535 Therapeutic Modalities (3)

### SPRING YEAR 1 - 10 credits

- SPRT 477 / GSPRT 545 Clinical in Athletic Training II (4)
- SPRT 475 / GSPRT 525 Upper Body Extremity Assessment (3)
- SPRT 479 / GSPRT 565 Therapeutic Rehabilitation (3)

### SUMMER YEAR 2 - 10 credits

- GSPRT 510 Advanced Strength and Conditioning (3)
- GSPRT 530 Research Methods and Statistics (3)
- GSPRT 575 Pharmacology and Professional Issues (3)
- GSPRT 613 Clinical in Athletic Training: Preseason Experience II (1)

### FALL YEAR 2- 10 credits

- GSPRT 615 Clinical in Athletic Training III (4)
- GSPRT 585 Psychosocial Aspects of Injury and Rehabilitation (3)
- GSPRT 550 Advanced Sport Nutrition (3)

### SPRING YEAR 2 - 10 credits

- GSPRT 645 Clinical in Athletic Training IV (4)
- GSPRT 655 Organization and Administration (3)
- GSPRT 507 Seminar in Athletic Training (3)

### **Five-year Master of Athletic Training (159 credits total)**

#### **FRESHMAN FALL - 15 Credits**

- LENG 111 College Composition (3)
- SPCH 111 Public Speaking (3)
- PSYC 111 Introduction to Psychology (3)
- BIOL 108 Essentials of Anatomy and Physiology I (3)
- BIOL 109 Essentials of Anatomy and Physiology I Lab (1)
- 1<sup>st</sup> Year Seminar (2)

#### **FRESHMAN SPRING - 16 Credits**

- LENG 112 Critical Analysis (3)

- LTHE 121 Sacred Scriptures (3)
- LHST 111 History Without Borders (3)
- SPRT 130 Sport Nutrition (3)
- BIOL 110 Essentials of Anatomy and Physiology II (3)
- BIOL 111 Essentials of Anatomy and Physiology II Lab (1)

### **SOPHOMORE FALL - 17 Credits**

- SPRT 240 Sport Psychology (3)
- CHEM 103 Chemistry of Life I (3)
- CHEM 104 Chemistry of Life I Lab (1)
- PSYC 211 Statistics (3)
- LPHI 231 Introduction to Philosophy (3)
- SPRT 390 Exercise Physiology (3)
- SPRT 391 Exercise Physiology Lab (1)

### **SOPHOMORE SPRING - 16 Credits**

- SPRT 250 Exercise Psychology (3)
- LPHI Philosophy II (3)
- MATH 112 Trigonometry (3)
- LTHE Theology II (3)
- SPRT 360 Kinesiology (3)
- SPRT 361 Kinesiology Lab (1)

### **JUNIOR FALL - 14 Credits**

- SPRT 400 Exercise Testing and Prescription (3)
- SPRT 401 Exercise Testing and Prescription Lab (1)
- SPRT 424 Biomechanics (3)
- SPRT 414 Motor Development (3)
- LENG Literature Series (3)
- LENG Leadership Seminar (1)

### **JUNIOR SPRING - 16 Credits**

- LENG THEO/PHIL III (3)
- SPRT 425 Clinical Exercise Physiology (3)
- SPRT 415 Motor Learning and Performance (3)
- SPRT 416 Human Motor Control (3)
- SPRT 420 Care and Prevention of Injuries (4)

### **SENIOR SUMMER - 9 Credits**

- SPRT 471 / GSRPT 505 Principles of Athletic Training (3)
- SPRT 472 / GSPRT 509 Taping and Bracing of Athletic Injuries (2)

- SPRT 473 / GSPRT 511 Non-Orthopedic Injury Assessment (3)
- SPRT 483 / GSPRT 513 – Clinical in Athletic Training; Preseason Experience (1)

### **SENIOR FALL - 13 Credits**

- SPRT 474 / GSPRT 515 Clinical in Athletic Training I (4)
- SPRT 478 / GSPRT 555 Lower Body Extremity Assessment (3)
- SPRT 476 / GSPRT 535 Therapeutic Modalities (3)
- LFIN Fine Arts(3)

### **SENIOR SPRING- 13 credits**

- SPRT 477 / GSPRT 545 Clinical in Athletic Training II (4)
- SPRT 475 / GSPRT 525 Upper Body Extremity Assessment (3)
- SPRT 479 / GSPRT 565 Therapeutic Rehabilitation (3)
- LBST 383 Senior Seminar (3)

### **GRADUATE YEAR SUMMER- 10 credits**

- GSPRT 510 Advanced Strength and Conditioning (3)
- GSPRT 530 Research Methods and Statistics(3)
- GSPRT 575 Pharmacology and Professional Issues (3)
- GSPRT 613 Clinical in Athletic Training: Preseason Experience II (1)

### **GRADUATE YEAR FALL- 10 Credits**

- GSPRT 615 Clinical in Athletic Training III (4)
- GSPRT 550 Advanced Sport Nutrition (3)
- GSPRT 585 Psychosocial Aspects of Injury and Rehabilitation (3)

### **GRADUATE YEAR SPRING- 10 Credits**

- GSPRT 645 Clinical in Athletic Training IV (4)
- GSPRT 655 Organization and Administration (3)
- GSPRT 507 Seminar in Athletic Training (3)

### **Course Descriptions**

#### **GSPRT505: PRINCIPLES OF ATHLETIC TRAINING (3)**

This course is designed to give graduate-level athletic training students an overview of essential athletic training principles. Students will gain knowledge in the areas of musculoskeletal injuries, environmental risk factors, mechanisms and characteristics of sport trauma, and coordinating the sports medicine team. **Cross listed with SPRT 471**

#### **GSPRT507: SEMINAR IN ATHLETIC TRAINING (3)**

This course is intended to provide advanced evidence-based research activities for students in the athletic training field. Students will gather, read, present and critique current scholarly material in athletic training and athletic injury in an effort to both better understand the research process and also to become familiar with current issues and therapeutic techniques in the field.

#### **GSPRT 509: TAPING AND BRACING FOR ATHLETIC INJURIES (2)**

This course is designed to develop taping skills of both upper and lower extremity, fitting of protective equipment, and the application of various bracing and splinting materials within the athletic training profession. **Cross Listed With SPRT 472**

#### **GSPRT510: ADVANCED STRENGTH AND CONDITIONING (3)**

The objective of this course is to provide majors with theoretical and practical knowledge of the physiological, biomechanical, administrative aspects of designing and supervising strength and conditioning programs for various populations.

#### **GSPRT 511: NON-ORTHOPEDIC INJURY ASSESSMENT (3)**

This course prepares the athletic training student to assess and manage non-orthopedic injuries and illnesses that may be encountered while working in the athletic training profession. The course will focus on the etiology, recognition, pathological course, treatment, and prognosis of various general medical conditions including concussion management, heat management and other pathological conditions pertaining to the respiratory, cardiovascular, endocrine, genitourinary, and neurological systems. **Cross listed with SPRT 473**

#### **GSPRT 513: CLINICAL IN ATHLETIC TRAINING: PRESEASON (1)**

This course consists of athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the preseason for fall sports and introduces the student to many concepts including the pre-participation health screening, heat acclimatization, insurance management, concussion baseline testing, hydration management, and others. This course also includes skill refinement in taping and wrapping techniques and first aid. **Cross listed with SPRT 483**

#### **GSPRT515: CLINICAL IN ATHLETIC TRAINING I (4)**

This course consists of hands-on clinical athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the semester for formal competency development. This course includes skill development in taping and wrapping techniques, first aid general medical examination and lower extremity assessment evaluations. **Cross listed with SPRT 474**

#### **GSPRT525: UPPER BODY EXTREMITY ASSESSMENT (3)**

This course addresses evaluation techniques and assessment of musculoskeletal injuries to the head, face, and upper extremities. The student must integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. **Cross listed with SPRT 475**

**GSPRT530: RESEARCH METHODS AND STATISTICS IN HUMAN PERFORMANCE (3)**

This course is designed to introduce the student to methodological and statistical techniques specific to human performance and related fields. Students will be exposed to the research process and also various statistical techniques used to assess the efficacy of exercise interventions and conditioning programs. Student will also become familiar with various types of research and the benefits and drawbacks of each.

**GSPRT535: THERAPEUTIC MODALITIES (3)**

Basic physiological responses of the human body to the application of therapeutic heat, therapeutic cold, therapeutic electricity, iontophoresis, ultrasound and other basic therapeutic modalities used in sport medicine are examined. **Cross listed with SPRT 476**

**GSPRT585: PSYCHOSOCIAL ASPECTS OF INJURY AND REHABILITATION (3)**

Students in the course will gain a comprehensive understanding of the psychosocial impact of injury and the rehabilitation process. Topics include, but are not limited to, psychosocial antecedents to injury, the emotional impact of injury, and the role that the athletic trainer plays in the rehabilitation process, not only physically, but psychosocially.

**GSPRT545: CLINICAL IN ATHLETIC TRAINING II (4)**

This course consists of hands-on clinical athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the semester for formal competency development. This course includes skill development in therapeutic interventions and musculoskeletal assessment and evaluation. The course also includes content for goniometric measurements and muscle function assessments such as manual muscle testing. **Cross listed with SPRT 477**

**GSPRT550: ADVANCED SPORT NUTRITION (3)**

This course is designed to further develop an understanding of the influence of nutrition for acute and chronic biological and physiological adaptations to physical activity and sport. Emphasis will be placed on adaptations in macronutrients and micronutrients metabolism to fuel energy systems, popular performance enhancing and weight loss supplements, and current research trends that address various sports and populations.

**GSPRT555: LOWER BODY EXTREMITY ASSESSMENT (3)**

This course addresses evaluation techniques and assessment of musculoskeletal injuries to the spine, trunk, abdomen, and lower extremities. The student must integrate

knowledge of anatomical structures, physiology principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. **Cross listed with SPRT 478**

#### GSPRT565: THERAPEUTIC REHABILITATION (3)

A systematic approach to individual rehabilitative exercise program development as it relates to athletic injury recovery. Basic information of using the various forms of therapeutic exercises, techniques, indications and contraindications of exercise, and exercise progression as related to athletic injury, prevention, reconditioning and return to participation guidelines will be discussed.

#### GSPRT575: PHARMACOLOGY AND PROFESSIONAL ISSUES (3)

A general overview of the use of pharmacological agents in the treatment of acute and overuse injuries. Additional course material will consider performance enhancement and social drugs often associated with athletic populations. Additionally, ethical issues related to athletic training will be discussed including privacy laws, ethical conduct, mandatory reporting, drug testing, and others as deemed appropriate.

#### GSPRT613: CLINICAL IN ATHLETIC TRAINING: PRESEASON EXPERIENCE II (1)

This course consists of hands-on clinical education experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. the course meets throughout the preseason for fall sports and continues to build on upper extremity evaluation techniques, pharmacology application, rehabilitation design and principles of strength and conditioning.

#### GSPRT615: CLINICAL IN ATHLETIC TRAINING III (4)

This course will consist of hands-on clinical athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the semester for formal competency development. This course includes specific content in advanced situational assessments, health care and fitness for all age groups and special populations, and pharmaceutical intervention strategies.

#### GSPRT645: CLINICAL IN ATHLETIC TRAINING IV (4)

This course consists of hands-on athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the semester for formal competency development. This course includes situational orthopedic assessment, implementation of therapeutic interventions, and development of career enhancement skills.

#### GSPRT655: ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING (3)

Discussion of the issues in the organization and administration of athletic training programs to facilities. Topics will cover the knowledge to develop, administer, and manage a facility. Legal responsibility, protection of individuals, and implications of misconduct will be addressed. In addition, professional responsibilities and avenues of professional development will be addressed.

### Program Retention and Progression

Students enrolled in the five-year master's degree program will be required to meet the following criteria to retain their guaranteed admission to the professional phase of the education (years four and five).

- Must maintain a cumulative GPA of 3.0 both overall and in prerequisite coursework. (evaluated after sophomore year, spring semester) Failure to do so will lead to probationary status in which the student will be granted one year to show progress toward raising their GPA to the acceptable standard. At the end of the yearlong probationary period, the student must possess a cumulative and prerequisite GPA of 3.0 or higher or they will be removed from the five-year master's program and will be placed in the undergraduate Sport and Exercise Science bachelor degree program. The student may then apply for admission to the entry-level master's degree program at the conclusion of the undergraduate degree and will be considered according to the standards highlighted previously.
- Students must achieve a grade of C or better in all prerequisite courses.
  - SPRT360/361: Kinesiology with Lab
  - SPRT390/391: Exercise Physiology with Lab
  - SPRT414: Motor Learning and Development
  - SPRT415: Motor Learning and Performance
  - SPRT416: Human Motor Control
  - SPRT420: Care and Prevention of Athletic Injuries
  - SPRT424: Biomechanics
  - BIOL: 8 credits of Anatomy & Physiology
- The student is permitted to retake prerequisite courses but must recognize that, given the accelerated nature of the program, deviating from the designed progression is not recommended if the student is to stay on pace for successful matriculation through to the professional portion of the program.

Students enrolled in the professional 2 year master's program, as well as five-year master's students in the **professional phase** of their program will be required to meet the following criteria in order to matriculate to graduation from the program.

- Maintain a cumulative GPA of 3.0; students who fall below these criteria will be granted one semester of probationary status in which they will be required to raise

their grade point average above the minimum standard, or they will be separated from the program.

- Achieve a grade of C or better in all 500-level and cross-listed courses.
- Retake no more than two 500-level / cross-listed courses over the course of the program.

### Repeat Course Policy

A student may elect to repeat a course. The letter “R” will be placed in front of the original grade and the original grade will not be calculated in the GPA. Students are required to submit written notice of a repeated course to the Registrar’s Office if they wish to have the repeat noted on their transcript. Forms are available in the Registrar’s Office. Graduate students may repeat only 6 credit hours of coursework under this policy unless otherwise indicated in their program.

# PART III

## General University Policies

## Graduate Studies Mission Statement

The mission of graduate education at Gannon University is to provide distinctive and rigorous programs in diverse disciplines for students who are seeking to: advance their knowledge and attain mastery in their profession; engage with the faculty in the integration of scholarship, research and professional practice; and succeed as critical thinkers and decision makers and as contributing leaders of their professions in a global society.

## Graduate Studies Vision Statement

Graduate programs at Gannon University will be recognized for their academic excellence and their innovative pedagogies. Our programs will produce life-long learners who successfully compete in their respective careers, provide ethical leadership, and serve their communities. Graduate education will be acknowledged and supported as central to Gannon's continued growth and innovative, entrepreneurial spirit.

## Graduate Studies Learning Outcomes

Graduates of a Gannon University Graduate Program will:

### **MASTER KNOWLEDGE AND SKILLS:**

1. Master the skills, methods, and knowledge appropriate to the discipline.
2. Demonstrate the skills needed to continue professional development and life-long learning appropriate to the discipline.

### **THINK CRITICALLY**

3. Access, analyze, and evaluate information.
4. Disseminate and communicate information.

### **CONDUCT AND ANALYZE RESEARCH**

5. Evaluate and utilize research methodologies appropriate to the discipline.
6. Use data driven decision-making to impact practice and/or enhance the discipline.

### **MANIFEST LEADERSHIP AND PROFESSIONAL RESPONSIBILITY**

7. Demonstrate the ability to assume leadership roles appropriate to the discipline.
8. Demonstrate the ability to apply ethical standards appropriate to the discipline.

## Academic Grievance Policy

### **SCOPE AND PURPOSE:**

1. This policy addresses academic grievances only. An academic grievance is defined as a complaint brought by a student regarding the University's provision of education and academic (only) services affecting their role as a student. Complaints or grievances connected to assigned grades represent a special case to the grievance process. Grading reflects careful and deliberate assessment of a student's performance by a faculty member. As such, the substance of grading decisions may not be delegated to the grievance process. Nevertheless, the University recognizes that in rare cases the process of grading may be subject to error or injustice. Therefore, a student who alleges an error or injustice in the grading process would follow this policy toward resolution.
2. This policy does not apply to student complaints regarding employment or alleged violations of other policies in the student handbook.
3. It is the intent that this policy to provide an efficient process, allowing for both informal and formal resolution of grievances related to academic concerns, complaints or allegations.
4. A student must initiate a grievance as close as possible to the date of the occurrence of the incident and no later than 45 days after the end of the semester in which the alleged grievance occurred. The three summer sessions are considered as one semester.

### **GENERAL GUIDELINES**

Academic grievance procedures should be kept as informal as possible based on principles of mediation and conciliation. Every reasonable effort should be made to resolve any academic grievance at the lowest organizational level possible. In the event that it cannot be resolved informally, the student may seek resolution at the next higher level according to the Formal Resolution procedure

In the event that the faculty member is no longer employed by the University or is not available within the timelines specified in these general guidelines, the student is to initiate the complaint with the faculty member's immediate supervisor.

The student filing a grievance may have a third-party advisor, such as the University Ombudsperson; attend any meeting at which the student appears. The faculty member involved in the grievance may also have a third-party advisor approved by the University attend any meeting at which the faculty member appears. Legal counsel shall not be used by either party in this grievance process.

### **INFORMAL RESOLUTION PHASE**

All academic grievances begin with the informal resolution phase. This first step toward resolution of an academic grievance should begin at the lowest organizational level. The student and the faculty member or University colleague involved should meet to discuss and work toward resolution of the concern. The student should address the grievance to the faculty member or University colleague involved as soon as possible. The student should follow the established protocol regarding the levels of appeal. Formal resolution shall not occur without occurrence of the informal resolution phase.

The student may contact the University Ombudsperson for assistance in initiating the academic grievance process or at any time during the process. The student may contact the University Ombudsperson for assistance in initiating the academic grievance process or at any time during the process.

## **FORMAL RESOLUTION PHASE**

The formal resolution phase is used by the student when a satisfactory informal resolution has not occurred.

1. The first step in the formal resolution of an academic grievance is to submit a formal written account of the grievance to the appropriate immediate supervisor. Students may consult the Human Resources office to determine the appropriate supervisor.
  - a. The written account must be submitted to the immediate supervisor within two weeks after the last meeting of the informal resolution phase.
  - b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated and a brief statement of the desired outcome.
  - c. Within three weeks of receipt of all written materials, the appropriate immediate supervisor will fact-find from involved parties and render a decision in writing via registered mail to the parties involved.
2. The second step, if needed, in the formal resolution phase occurs when and if the faculty or student is not satisfied with the immediate supervisor's resolution of the grievance. The student or the faculty member or University colleague involved may then appeal to the next level of the organizational chart by providing a written account of the grievance process and decision.
  - a. A written account must be submitted to the next level of the organizational chart within two weeks of receipt of the decision rendered by the immediate supervisor (Step 1).
  - b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing

rule/policy/established practice claimed to be violated, a copy of the decision of the immediate supervisor and a brief statement of the desired outcome.

- c. Within three weeks of receipt of all written materials, the next level of the organizational chart will fact-find from involved parties and render a resolution in writing to the parties involved.
3. The third step, if needed, in the formal resolution process is to appeal to the appropriate College Dean.
    - a. The College Dean shall be given a written account of the grievance process to date. This must be submitted within two weeks of receipt of the resolution decision rendered by the next person on the organizational chart (Step 2).
    - b. The College Dean shall render a decision in writing to the parties involved within three weeks.
    - c. In the event the Dean's resolution of the alleged academic grievance is not satisfactory to either party, the appeal shall be directed to the Provost and Vice President of Academic Affairs.
  4. The fourth step, if needed, in the formal resolution process is to appeal to the Provost and Vice President of Academic Affairs. This step must be initiated within two weeks of receipt of the College Dean's decision.
    - a. The Provost and Vice President of Academic Affairs shall review the written appeal and response(s) to make a determination whether or not there are sufficient grounds to hold an appeal hearing.
    - b. If there are insufficient grounds to hold an appeal hearing, the decision of the College Dean will be upheld.
    - c. If there are sufficient grounds to hold an appeal hearing, the Provost shall establish an ad hoc grievance appeal panel.
      - i. A grievance appeal hearing panel would be established on an ad hoc basis and consist of five members for each case. The grievance appeal hearing panel shall be convened by the Provost and Vice President for Academic Affairs. The panel shall be composed of the Provost and Vice President for Academic Affairs, or her/his designee (serves as Chair), two faculty representatives chosen from the Faculty Senate Academic Grievance Group, and two student representatives chosen from the Student Government Association Academic Grievance Group. The Provost and Vice President for Academic Affairs, or her/his designee shall have a vote only in event of a tie.

1. The panel members shall conduct the business of the appeal in strict confidence, and in private. The meetings and deliberations of the panel shall be closed.
2. The panel members shall have access to the written appeals and each person involved in the grievance.
3. The panel decision shall be communicated in writing to the student, faculty member, College Dean and program director.
4. The decision of the grievance appeal panel must be submitted in writing by registered mail to both parties. This communication should include an opportunity for a member of the panel or the Provost and Vice President for Academic Affairs to debrief or otherwise provide further assistance to either party.
5. The decision of the grievance appeal panel is final.

## Academic Integrity

Gannon University considers the maintenance of academic integrity of utmost importance and stresses that students are responsible for thoroughly understanding this code. Absolute integrity is expected of every Gannon student in all academic undertakings; the student must in no way misrepresent his/her work, fraudulently or unfairly advance his/her academic status, or be a party to another student's failure to maintain integrity.

The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of this code are the responsibilities of the students and faculty of Gannon University. Therefore, all students and faculty members shall adhere to the basic principles of this Code.

## **I. FORMS OF ACADEMIC DISHONESTY**

### **A. Plagiarism**

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete and accurate documentation, and specific footnote references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness.

EXAMPLES (Including but not limited to)

- Whenever one quotes another person's actual words.
- Whenever one paraphrases another person's idea, opinion or theory;
- Whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.
- Downloading or purchasing material from Internet without identifying appropriate acknowledgement.

## **B. Fabrication**

Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive.

EXAMPLES (Including but not limited to)

- Citing information not taken from the source indicated.
- Listing sources in a bibliography not used in the academic exercise.
- Inventing data or source information for research or other academic exercise.
- Submitting as your own any academic exercise (e.g., written work, documentation or legal document [e.g., patient charts, etc.], painting, sculpture, etc., etc.) prepared totally or in part by another.
- Taking a test for someone else or permitting someone else to take a test for you.

## **C. Cheating**

Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.

EXAMPLES (Including but not limited to)

1. Copying from another student's test paper and/or other assignments.
2. Actively facilitating another student's copying from one's own test paper/other assignments.
3. Using the course textbook or other materials such as a notebook not authorized for use during a test.
4. Collaborating during a test with any other person by receiving information without authority.
5. Using specifically prepared and unauthorized materials or equipment during a test, e.g. notes, formula lists, notes written on student's clothing, etc.
6. Reporting a clinical visit completed when it was not.
7. Falsifying reports of clinical visits, laboratory exercises, or field experiences.

## **D. Academic Misconduct**

Academic misconduct is the tampering with grades, or taking part in obtaining or distributing any part of a test not administered.

EXAMPLES (Including but not limited to)

1. Stealing, buying or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
3. Bribing any other person to obtain an unadministered test or any information about the test.
4. Entering a building, office, file or computer/computer system for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a “change of grade” form, or other official academic records of the University which relate to grades.
6. Entering a building, office, file, or computer/computer system for the purpose of obtaining an unadministered test.
7. Hiding and/or mutilating library/classroom books and/or equipment.

## **II. PROCEDURE**

### **A. Informal Procedure**

If an instructor suspects that a student or students may have violated Gannon University’s code of Academic Integrity, he/she will promptly notify the student(s) involved and request an explanation of the alleged discrepancies noted. The student(s) will be invited to meet with the instructor to review the matter in question. The process of notification and meeting will take place within 30 calendar days of the alleged violation. If the student is cleared of the suspicion, the matter will be dropped. If the student(s) admits to the allegation as alleged, the instructor will impose a sanction upon the student. The student(s) should be aware that admission of guilt does not eliminate or lessen the sanction imposed by the instructor. A written statement of the infraction will be forwarded to the student(s) academic advisor(s) by the Academic Dean. The records are maintained at the Academic Dean’s office for a period of three years after the student leaves or graduates from the university.

### **B. Formal Procedure**

1. If an instructor suspects that a student or students may have violated Gannon University’s Code of Academic Integrity, he/she will promptly notify the student(s) involved and request an explanation of the alleged discrepancies noted. The student(s) will be invited to meet with the instructor to review the matter in question.

The process of notification and meeting will take place within 30 days of the alleged violation. If the student(s) is/are cleared of the suspicion, the matter will be dropped.

2. If the student(s) and the instructor are not able to agree on the matter of guilt on the alleged violation or on the severity of the sanction imposed by the instructor, the student(s) may appeal the instructor's decision to the Dean of the College. Any appeal must be made within 10 calendar days of the instructor/student meeting.
3. (Note: exceptions can be made for unusual circumstances [end of semester, graduation, and late grade returns, etc.].) Students are expected to continue to attend class during the appeal process.
4. A hearing will be scheduled with the Academic Dean. The instructor will present pertinent evidence and the student will be given the opportunity to challenge the evidence and present a defense.
5. The Dean will issue a finding based upon the evidence presented. If the Dean determines that not enough evidence has been presented, the matter will be dropped. If the Dean finds the student(s) in violation of the Code of Academic Integrity, he/she has the power to issue a sanction. Finally, the Dean has the power to support the sanction originally imposed by the instructor. (The Dean has the power to augment the sanctions by issuing administrative sanctions [i.e. suspension or separation]) in addition to the academic sanctions imposed by the faculty member. In all deliberations, the Dean may take into account not only the evidence of the appeal proceeding but also the record of any previous infraction.
6. Following the Dean's decision, the student(s) may wish to make a final appeal to the Provost with respect to the fairness of the original proceeding and/or the appropriateness of the punitive sanction imposed. The Provost will issue a decision within 10 calendar days of the appeal. Students are expected to continue attending class during the appeal process. Records of completed disciplinary proceedings are destroyed if the student is acquitted. Records of the completed disciplinary proceedings are maintained in the Student Conduct Office and the Academic Dean's Office if the student is found guilty. The records are maintained for a period of three years after the student leaves or graduates from the University.

### Academic Dishonesty Sanctions

Any student found guilty of academic dishonesty will be subject to penalties, which, depending on the gravity of the offense, may include the following:

1. Failure of the assignment involved (subject to decision by faculty member)
2. Failure of the course (subject to decision by faculty member)
3. Subject to review and approval of the Academic Dean, separation from the University
4. Subject to review and approval of the Academic Dean, expulsion from the University.

### **III. Policy of Professional Integrity**

All students have an obligation to maintain ethical behavior in relationship to their profession.

#### Professional Behavior

Those behaviors reflecting status, character, and standards of the given profession.

#### Ethical Behavior

Those behaviors in accordance with the accepted principles of right and wrong that govern the conduct of a profession.

Any student of Gannon University who engages in unprofessional or unethical conduct is subject to disciplinary action which could include reprimand, probation, separation and expulsion from the University.

### **IV. Sources**

Robert M. Gorell and Charlton Laird, *Modern English Handbook*, 6th Edition (Englewood Cliffs, NJ, Prentice-Hall, 1976), p. 71.

Campus Rules and Moral Community; In Place of In Loco Parentis by David A. Hoekema. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 1994.

The format and definitions for the policy on Academic Integrity were adapted from the “Academic Honesty and Dishonesty” brochure produced by the College of Health Sciences, Gannon University, Erie, PA 16541.

The format and definitions for the policy on Academic Integrity were adapted from the School of Hotel Administration, Code of Academic Integrity, Cornell University.

### **PROGRAM SPECIFIC POLICIES**

Please read these guidelines carefully. Direct any questions you may have to one of the members of the Program Director or your faculty advisor.

1. Written Examinations - Cheating is prohibited at any time. It can be defined as any of the following:
  - a. Giving or receiving information to or from a classmate during an exam
  - b. Using any kind of assistance during the exam (e.g. cheat sheet, textbook, Notebook, cell phone) unless otherwise directed by the course coordinator.
  - c. Discussing an exam with a classmate who has taken the exam prior to you
  - d. Discussing an exam with someone who has not yet taken the exam

Please be sure to read any information the course coordinator may have on academic dishonesty during written exams which would be listed in the course syllabus or any verbal instructions for taking exams as given by the course coordinator.

2. Oral Practicals – Oral Practical (Ops) examinations are an opportunity for students to apply their skills in a “simulated” or hands on clinical setting. Policies on cheating behavior are the same as with the written examinations. The following are examples of specific behaviors to avoid:
  - a. No discussion of the diagnosis or content of your practical with any classmate until all students have successfully completed the practical. This includes discussing any suggestions made by faculty, treatment chosen, evaluation methods you used to assess your “patient”, etc.
  - b. A second year student must not discuss cases with a first year student. (See 1d above)
  - c. At end of practical, prior to your feedback, there should be no discussion or conversation with other students in the room.

Please Note: You are able to continue to practice scenarios with classmates who have not yet taken the exam; however, you should not simulate a patient described during a practical.

3. Competency Assessments - These activities may also be considered a “simulated” examination in some instances; therefore, the same cheating behaviors as in #2 apply. In addition, the following guidelines apply:
  - a. The competency assessments may involve a student treating another student as a patient. The student playing the patient cannot give any clues/hints to the athletic training student at any time during the check-off.
  - b. The athletic training student may not ask for any assistance from the “patient”.
4. Simulations - These activities include both an “application” and written examination component and therefore the cheating behaviors listed previously apply. The following specific guidelines apply:
  - a. You are not to give or ask for direct information from your “patient” regarding the case
  - b. Your “patient” should not share any information with you if not directly asked.
  - c. The SOAP notes are to be written individually or only with your designated group
  - d. If asked, you may proofread another student’s note only after you have completed your own note.
  - e. Always return the “patient” information sheet and the “prescription” to the instructor immediately following the simulation.
  - f. Never allow the student therapist to review the “patient” information sheet during or after the simulation.

5. Written Assignments - These activities are an individual's work and any copying or sharing of information is considered a form of cheating. Please refer to the guidelines under plagiarism in the Gannon University Code of Academic Integrity.
6. Research Projects - Each project must be original work by each group. Research cannot be fabricated or contain falsified findings. Please refer to the guidelines under plagiarism in the Gannon University Code of Academic Integrity.
7. Group Assignments/Projects- Group projects must be completed with contributions from all participants. It is the expectation of the program that by listing the names of the students on a project, that all students have equally contributed to the final product.
8. Online Testing in Blackbaord /Take home tests & Online discussions- there may be times that there are standardized tests and/or quizzes that are take home in nature or administered through the Blackboard LMS. Taking pictures of the content of the quizzes and/or exam, taking a screen shot of the content of the quizzes and/or exams, or sharing other's answers to discussions or the content of discussions with other classmates is a form of academic dishonesty and will be counted as cheating. Refer to the course syllabus for disciplinary actions as a result of academic integrity infractions.
9. Social Networking- Due to the increase in use of social media networking (i.e. Facebook, Twitter, online blogs, etc.), students must be aware and responsible for the content posted on these websites. Students are not to disclose any information regarding tests, oral practical exams, check-offs, current or past patients from clinical experiences, or any other information that might be considered as violating HIPAA or FERPA standards.

### Access to Student Records

In accordance with the 1975 Family Educational Rights and Privacy Act, the University has established a policy concerning access to student records. The full policy is available upon request from the Registrar's Office. The following items are included here because of their general interest:

1. Probation and suspension letters, and other correspondence are sent directly to all students at their home address.
2. Access to student records is permitted only upon receipt of a written release by the student.
3. Students may have access to parental financial records submitted in support of financial aid applications.
4. With certain exceptions, each student has access to his or her personal and academic records.
5. Students may request that directory information not be released to anyone.

## Advising

The essence of a quality graduate experience, regardless of the program, is academic advising. Each program has its own unique system for delivering information and monitoring the progress of its graduate students; thus it is essential that each graduate student contact the director of his or her program to ask for direction. This advice is most important at the onset of the program to avoid scheduling conflicts and problems with course sequencing, and to assure that the steps required to complete the program are understood.

## Attendance Policy

Attendance at all classes and laboratory sessions is expected of all students and all courses are conducted with this understanding. A student's grades are based upon the general quality of work performed in each course and by such factors as prompt completion of all assignments, papers, and readings, by presence for all examinations, and by participation in class discussion. Ultimately, it is the responsibility of each faculty member to set reasonable attendance policies appropriate to individual courses and to publish those policies on course syllabi. When so indicated on the course syllabus, class attendance may directly influence final grades in a course.

## Grading Scale

Grade	Percent	Grade Points Per Credit Hour
A+	98 – 100	4.0
A	94-97	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	75-76	2.0
F	74 and below	0
I (Incomplete)		0
X (Withdrawal)		0
P (Pass)		0
AU (Audit)		0

## Graduation

Degrees are conferred three times per year: December, May, and August. Attendance at Commencement ceremonies, which are held in December and in May, is highly recommended, since graduation is such an important and joyous occasion in the life of academic institutions. A graduate student is eligible to participate in the December ceremony only after all requirements are completed. Students who have applied for May or August graduation and who have had their

application approved by their program director may participate in the May commencement ceremony and have their names listed in the program. Graduate students with more than six credit hours remaining to be completed in the summer may not be approved for August graduation nor participation in the May ceremony. Graduate students enrolled in current and future programs that have a structured curriculum that requires more than 6 hours in the summer as the final semester, such as the Physician Assistant Program, may participate in the May ceremony.

Prospective graduates should complete an application for graduation early in the semester (or year) of planned commencement. Submission of this form, which is available in the offices of the Dean, Registrar, and on GUXpress under student academic forms, will begin an administrative process in which the student's file will be carefully examined by the program director with regard to program requirements for graduation and potential difficulties. An early application will allow for both expeditious processing of the request and time to make up any deficiencies. December graduates must apply for graduation before September 15. May and August graduates must apply for graduation before February 15.

## Medical Leave

- Graduate students who find it necessary to take a medical leave from the University must:
- Meet with their respective Program Director/Chair or advisor
- Submit medical documentation that substantiates/verifies need for the leave
- Medical leave form must be completed
- Conditions of return are to be formulated and addressed in a letter from the program director/chair and dated and signed by the student
- Medical leave of absence is granted for up to two (2) semesters
- Student must submit medical clearance to return to coursework AND a written plan of action needs to be developed with input from the program director/chair prior to returning
- If a student does not return to the University within two (2) years, they will be required to reapply for admission
- Failure to comply with this policy may result in the assignment of an "F" grade for all courses for which the student is enrolled in during the current semester, and forfeiture of the rights for readmission
- International students must work closely with the International Student Office when contemplating a leave or withdrawal from studies

## Non-Discrimination Policy

It is the policy of Gannon University to affirmatively implement equal opportunity to all qualified applicants and existing students and employees. In administering its affairs, the University shall not discriminate against any person on any basis prohibited by law. All aspects of employment including recruitment, selection, hiring, training, transfer, promotion, termination, compensation and benefits conform to this policy. All aspects of student affairs and education of students including recruitment, admissions, financial aid, placement, access to facilities, student discipline, student life and student employment conform to this policy. Questions or inquiries regarding the University's policy should be directed to the Director of Human Resources, Gannon University, 109 University Square, Erie, PA 16541-0001; phone (814) 871-5615.

## Policy on Withdrawal and Dismissal

### **WITHDRAWAL**

In the event that a student is contemplating withdrawal from the Athletic Training program, the student is strongly encouraged to first discuss these concerns with a program faculty member or the program chair. This discussion can provide the student with helpful information about alternatives to withdrawal, such as a leave of absence from the program. Discussion with the program chair is required in the event of withdrawal or a leave of absence for the completion of appropriate forms and notification to other offices at the University.

### **DISMISSAL**

Students may be dismissed from Graduate Studies for academic and/or professional reasons.

Academic: All students whose GPA falls below 3.0 are subject to review each semester by their program director and their Academic Dean. Separation from the University is the responsibility of the appropriate Academic Dean in consultation with the program director.

Professional: All students whose professional behavior in the classroom or in clinical situations falls below professional standards will be subject to dismissal from the program.

Appeal of dismissal action may be made to the Academic Dean. Reinstatement to graduate studies at Gannon is possible only with written permission of the Academic Dean.

Graduate Student Academic Action for a cumulative grade point average below 3.0 will be based upon the following guidelines:

- Graduate students who have attempted fewer than 9 credits at Gannon University will receive a letter of warning.
- Graduate students who receive a provisional academic admission and have attempted 9 credits or more at Gannon University will be dismissed.

- Graduate students who received a regular admission and attempted 9 credits or more but fewer than 24 credits at Gannon University will be placed on academic probation. Graduate students who fail to raise their cumulative grade point average to a 3.0 or above after attempting 9 additional credits will be dismissed.
- Notwithstanding the prior guidelines, graduate students who have attempted 9 credits or more at Gannon University whose cumulative grade point average is less than 2.3 will be dismissed.
- Graduate students who have attempted 24 credits or more at Gannon University will be subject to dismissal.

None of these guidelines will supersede individual program requirements that create a higher expectation.

### Statute of Limitations

A student must complete a Master's degree program within six years of taking the first course. Exceptions can be granted only by the program director and the Academic Dean. Additionally, students who have not enrolled for two years must contact their program directors for approval of registration and review of remaining requirements. Doctoral Programs will establish their own statute of limitations and provide that information in the program description.

# PART IV

## Athletic Training Program Policies

## NATA Code of Ethics

### **NATA MISSION STATEMENT**

*"The mission of the National Athletic Trainers' Association is to enhance the quality of health care provided by certified athletic trainers and to advance the athletic training profession."*

### **PREAMBLE**

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession.

The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

1. Members shall respect the rights, welfare and dignity of all.
  - 1.1. Members shall not discriminate against any legally protected class.
  - 1.2. Members shall be committed to providing competent care.
  - 1.3. Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care without a release unless required by law.
2. Members shall comply with the laws and regulations governing the practice of athletic training.
  - 2.1. Members shall comply with applicable local, state, and federal laws and institutional guidelines.
  - 2.2. Members shall be familiar with and abide by all National Athletic Trainers' Association standards, rules and regulations.
  - 2.3. Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.
  - 2.4. Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.
3. Members shall maintain and promote high standards in their provision of services.
  - 3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.

- 3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.
  - 3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary.
  - 3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.
  - 3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
  - 3.6. Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.
4. Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.
    - 4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.
    - 4.2. National Athletic Trainers' Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
    - 4.3. Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.
    - 4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

## **Program Definitions**

**Affiliation agreement:** formal, written document signed by administrative personnel, who have the authority to act on behalf of the institution or affiliate, from the sponsoring institution and affiliated site. This agreement defines roles and responsibilities of the host site, the affiliate, and the student.

**Athletic Training Education Competencies 5th edition:** A document that provides educational program personnel and others with the knowledge, skills, and clinical ability to be mastered by students enrolled in professional athletic training education programs. Mastery of these Competencies provides the entry-level athletic trainer with the capacity to provide athletic training services to clients and patients of varying ages, lifestyles, and needs.

**ATP:** Athletic Training Program.

**Athletic Training Student (ATS):** A student formally enrolled in the professional phase of the athletic training curriculum.

**CAATE:** Commission on Accreditation of Athletic Training Education Programs

**Clinical Integration Proficiencies (CIP):** Proficiencies that represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care.

**Clinical Education:** The application of athletic training knowledge, skills, and clinical abilities on an actual patient base that is evaluated and feedback provided by a preceptor.

**Clinical site:** A physical area where clinical education occurs.

**Communicable disease:** A contagion that may be directly transmitted from person-to-person or by a person from an inert surface.

**Degree:** The award conferred by the college or university that indicates the level of education (baccalaureate or masters) that the student has successfully completed in athletic training.

**Direct patient care:** The application of athletic training knowledge, skills, and clinical abilities on an actual patient.

**Distant learning site:** Classroom and laboratory instruction accomplished with electronic media with the primary instructor at one institution interacting with students at other locations. Instruction may be via the internet, telecommunication, video link, or other electronic media. Distance education does not include clinical education or the participation in clinical experiences.

**Emergency Action Plan:** A venue-specific "blueprint" used for the management of medical emergencies. See: <http://www.nata.org/sites/default/files/EmergencyPlanningInAthletics.pdf>

**Evidence-Based practice (EBP):** The integration of the best available evidence, clinical skills and needs of the patient to maximize patient outcomes.

**Fees:** Institutional charges incurred by the student other than tuition and excluding room and board.

**Goals:** The primary or desired results needed to meet an outcome. These are usually larger and longer term than objectives.

**Health Care Professional:** Athletic Trainer, Chiropractor, Dentist, Registered Dietician, Emergency Medical Technician, Nurse Practitioner, Nutritionist, Occupational Therapist, Optometrist, Orthotist, Paramedic, Pharmacist, Physical Therapist, Physician Assistant, Physician (MD/DO), Podiatrist, Prosthetist, Psychologist, Registered Nurse, or Social Worker. These individuals must hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of Athletic Training. These individuals may or may not hold formal appointments as instructional faculty.

**Infectious Disease:** A disease caused by microorganisms entering the body. An infectious disease may or may not be contagious.

**Medical Director:** The physician who serves as a resource regarding the program's medical content. There is no requirement that the medical director participates in the clinical delivery of the program.

**Objectives:** Measurable, demonstrable components of a student learning outcome (skills, knowledge, attitudes) which, when combined, evidence competency of that student learning outcome.

**Official publication:** An institutional document (printed or electronic) that has been approved by the appropriate institutional personnel.

**Outcomes:** Broad, discipline-related characteristics of a graduate of the program.

**Preceptor:** A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.

**Professional development:** Continuing education opportunities and professional enhancement, typically offered through the participation in symposia, conferences, and in-services that allow for the continuation of eligibility for professional credentials.

**Program Director** - The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the AT program

**Team physician:** The physician (MD or OD) responsible for the provision of health care services for the student athlete. The team physician may also be the medical director; however, this is not required by the CAATE Standards.

**Technical standards:** The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

## Technical Standards

*Taken/adapted from the NATA Education Council Guidelines*

## 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."

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.

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.

## ATHLETIC TRAINING PROGRAM TECHNICAL STANDARDS FOR ENROLLMENT

The Master of Athletic Training (MAT) at Gannon University is a rigorous and intense program. Students complete a professional education program that is both intellectually and physically challenging. The purpose of these Technical Standards is to articulate the demands of this program to allow students applying for admission to the program to compare their own capabilities to these demands.

Applicants to this program are asked to verify that they understand the demands of the program and that they understand they will be required to complete the tasks, with or without reasonable accommodations, associated with performance as an athletic training student. Reasonable accommodation refers to the way in which Gannon University can assist students with disabilities to accomplish these tasks (i.e. providing extra time to complete an examination,

enhancing the sound system in a classroom or providing a push cart for a student who may not have the strength to carry a heavy item for moderate distances). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does, however, mean that the athletic faculty/staff will work with students with disabilities to determine whether there are ways to assist the students towards completion of these tasks while continuing to maintain the integrity of the Athletic Training Education Program and protecting the safety of all involved.

After acceptance into the program, a student who needs reasonable accommodation for disability must make a formal request and must be prepared to provide documentation substantiating the claimed disability to the Office of Disability and Support Services. The Office of Disability and Support Services will then inform the MAT Program Director that a request has been made. Final decisions on the student's ability to be accepted into the MAT program with reasonable accommodations will then be made. A student may be administratively withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Students who have questions about this document or who would like to discuss specific accommodations should make an inquiry both with the Athletic Training Program Director and the Gannon University Office of Disability and Support Services.

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 postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.

5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the ATP curriculum as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Gannon University MAT 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 Gannon University Office of Disability Support Services (814-871-5522), located at Palumbo Academic Center 824 Peach St, Erie, PA 16541, will evaluate a student who states he/she could meet the program's technical standards with accommodation and, given appropriate documentation, confirm that the stated condition qualifies as a disability under applicable laws.

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

## ATrack

The Gannon University MAT program has chosen to utilize ATrack Online as its athletic training student tracking program. As such, all necessary hour logs, evaluation tools, clinical proficiency test data and other programmatic data will be entered and stored there. Students are required to have access to their individual account. Free access is granted to all paid members of the National Athletic Trainers' Association (NATA). Within the ATrack system, each student will be able to access the curriculum matrix identifying specific competencies that are associated with each class and should be used as a reference for competency requirements per semester.

## Immunizations

Students that have been formally admitted to the Athletic Training program will be required to provide proof of immunizations during the Physical Exam (PPE). If the student does not have an updated immunization report, it will be the student's responsibility to obtain and incur the cost for the report. Appropriate documentation will be kept on file through the Castle Branch compliance tracker system. Immunization records include, but are not limited to *TB Skin Test*, *Measles*, *Mumps*, *Rubella*, and *Hepatitis*. In addition, titers and **Mantoux 2** step screenings are a

requirement of clinical placement sites. In the event OSHA guidelines require or allow, a signed waiver may be substituted for the TB skin test or HBV. **Flu vaccinations are required for clinical experiences.**

## Communicable Disease Policy

Universal Precautions - Since medical history and examination cannot reliably identify all patients infected with HIV or other blood-borne pathogens, blood and body- fluid precautions should be consistently used for ALL patients. This approach; previously recommended by CDC and referred to as "universal blood and body-fluid precautions" or "universal precautions," should be used in the care of ALL patients, especially including those in emergency-care settings in which the risk of blood exposure is increased and the infection status of the patient is usually unknown.

1. All health-care workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.
3. All health-care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal; the puncture-resistant containers should be located as close as practical to the use area. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.
4. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouth- pieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.

5. Health-care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.

Pregnant health-care workers are not known to be at greater risk of contracting HIV infection than health-care workers who are not pregnant; however, if a health-care worker develops HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant health-care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission. Implementation of universal blood and body-fluid precautions for ALL patients eliminates the need for use of the isolation category of "Blood and Body Fluid Precautions" previously recommended by CDC for patients known or suspected to be infected with blood-borne pathogens. Isolation precautions (e.g., enteric, "AFB") should be used as necessary if associated conditions, such as infectious diarrhea or tuberculosis, are diagnosed or suspected. Taken from: Recommendation for Prevention of HIV Transmission in Health Care Settings, U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control, Atlanta, Georgia 30333.

**<http://www.cdc.gov/mmwr/preview/mmwrhtml/00023587.htm>**

Athletic training students are required to sign an Active Communicable Disease Policy Verification Form.

### ***Blood-Borne Pathogen Training***

Athletic training students must comply with Occupational Safety and Health Administration (OSHA) blood-borne pathogen (BBP) procedures. Athletic training students must receive formal blood-borne pathogen training before being placed in a potential exposure situation. All athletic training students will receive BBP training (OSHA) approved prior to beginning their clinical rotations. The BBP training is provided on the University's Blackboard system. The BBP training is completed during the GSPRT 505/SPRT471 course, Summer I prior to the beginning of the student's clinical education experiences which begin in the Fall I course progression.

### **HIPAA**

All athletic training students will be issued and are required to sign the "Oath of Confidentiality" (HIPAA) Statement.

Confidentiality of the student-athlete's medical records must be maintained at all times, as these are considered legal documents. Records are not permitted to leave the secured designated area of the clinical instruction site. Any questions or concerns from the press, professional scouts, game/event management staff, institution administrators, sports information personnel, opposing team personnel, spectators, or other bystanders must be directed to the Head Athletic Trainer, Preceptor, or Head Coach.

If medical records are requested for a classroom report, project, or research project, all medical release information must first be requested by the athletic training student to the CP. Once appropriate dialogue and the projects have been approved, athletic training students may request participation of the patient/student athlete. All medical release information must be signed by the patient prior to medical document review. This form, once signed, limits the Athletic Training Student to only accessing the medical records of the student-athlete and injury noted on the form. This signed form does not allow for the medical records to be taken out of the facility or photocopied under any circumstances. Anyone associated with access to documents that are the property of the Clinical Instruction Sites will fully comply with all regulations set forth by the Health Information Portability and Accountability Act (HIPAA).

Athletic Training Students must remember that discussing the status of a student-athlete with other student-athletes is forbidden. This is considered a breach of confidentiality. Any oral conversation that is overheard will violate the privacy of patients; therefore, conversations in patient care areas, hallways, stairwells, elevators, eating areas, and other places of public gathering should be kept to a minimum in order to ensure that patient confidentiality is not violated. During the clinical education experience, breach of confidentiality is one of the most serious violations that can occur. This may result in removal from the clinical education experience, but could ultimately result in suspension or dismissal from the Gannon University Athletic Training Program.

HIPAA training is conducted in the GSPRT 505/SPRT471 and students are required to review a course through an online service. This review is required to be completed prior to any clinical education experiences. A summary of the HIPAA policy rule can be found at:

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/privacysummary.pdf>

### Family Educational Rights and Privacy Act (FERPA)

FERPA training is conducted as part of the GSPRT 505/SPRT 471 course requirements. The university has approved FERPA training through the Registrar's Office. The training power point is loaded into the University's Blackboard learning management system and is required for the students to complete prior to the first clinical education rotation.

The Family Educational Rights and Privacy Act (FERPA) is the federal law that governs release of, and access to, student education records. Below is a brief summary of your rights under FERPA:

1. The right to inspect and review the student's education records within 45 days of the day Gannon University receives a request for access.
  - A student should submit to the Registrar's Office written requests that identify the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student will be advised of the correct person to whom the request should be addressed.

2. The right to request the amendment of the education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
  - A student who wishes to ask Gannon University to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.
  - If Gannon University decides not to amend the record as requested, the Registrar will notify the student in writing of the decision and the right of the student to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before Gannon University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent:
  - Gannon University discloses education records to school officials with legitimate educational interests. A school official is a person employed by Gannon University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Gannon University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
  - Gannon University may disclose, upon request, education records without consent to officials of another school in which a student seeks or intends to enroll.
  - Gannon University may release Directory Information. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Directory Information at Pacific University currently includes the following: student name; permanent address; local address; temporary address; electronic mail address; telephone number; dates of attendance; degrees and awards received; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; theses titles/topics; photograph; full-time/part-time status; most recent previous school attended; date and place of birth, and recorded image.
    - Although Gannon University legally may release Directory Information, current policy does not allow release of any student information to parties outside of the university. Exceptions to this include, but are not limited to: Dean's Lists; Academic or Athletic honors, awards or programs; contracted

Commencement photographers; or information to students' hometown newspapers.

- Students may elect a “Directory Hold”, which places a hold on the release of any information outside of Gannon University. This request is made in writing to the Registrar. The request for a Directory Hold will be honored by the University for no more than one academic year, but can be filed annually with the Registrar. The implications of a Directory Hold are far-reaching, and students should consult with the Registrar before submitting a request.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific University to comply with the requirements of FERPA. The office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC, 20202-4605

### CPR/First Aid

Every student is required to obtain CPR/AED for the Professional Rescuer or other appropriate certificate exam in order to be eligible to sit for the BOC exam. CPR/AED for the professional rescuer is required as part of the athletic training program. Training is provided for each student in the GSPRT 505/SPRT 471 course. An American Red Cross (ARC) approved written exam and skills session is required for the ARC certification. The GSPRT 505/SPRT 471 course also has an oral practical exam requirement that is independent to the ARC requirements. There is an extra fee associated with the certification (see course fees section). **CPR/AED certification is required prior to the beginning of the first clinical rotation.**

### Liability Insurance

Clinical facilities require each student to carry professional and personal insurance. Most facilities require minimal limits of \$1,000,000/\$3,000,000 professional liability and \$1,000,000 personal liability. This policy covers the student during all clinical experiences. All health care professional students have been covered for professional and personal insurance under Gannon University's umbrella policy at no cost to the student. The Program Director or program secretary has information on liability insurance.

If you decide to accept an employment position as a first responder, those duties are not directly related to the MAT Program requirements. As such, you are restricted to the duties of a first responder and are not considered a student within the MAT program for that position. Therefore, you are **highly recommended** to obtain your own liability insurance for those areas of employment.

## Use of Appropriate Terminology

The field of Athletic Training is frequently misunderstood among other health care professions/professionals regarding our educational preparation, roles and responsibilities, credentials, etc. To help raise the level of awareness of our profession, we ask that all students, staff, and faculty use proper professional terminology at all times when referring to our profession and our clinical settings. Examples of proper terminology include the following:

<b>Professional/Appropriate Terminology</b>	<b>Incorrect or Unprofessional Terminology</b>
“Athletic training facility”	“training room”
“Athletic trainer” or “certified athletic trainer”	“trainer”
“Athletic training students”	“Student athletic trainers” or “student trainers”
“BOC” examination	“NATABOC” examination
“CAATE accreditation”	“CAAHEP accreditation or JRC-AT accreditation”
“Clinical education experience”	“work”
“Athletic trainer” or “certified athletic trainer”	“ATC” (ATC is a credential)
“Preceptor”	“ACI” or “CI”
“Athletic Training Program” or “ATP”	“Athletic Training Education Program” or “ATEP”

## Travel with Teams

Gannon athletic training students are encouraged to travel with teams when the opportunity is made available to them. While these opportunities are not required, they do provide for rich learning experiences. It is important to note that athletic training students are only permitted to travel with an approved clinical preceptor. The role of the athletic training student while travelling with a team is to be present and assist with the practices and contest preparation, injury care and prevention. Costs associated with traveling with the teams may incur cost and is the responsibility of the ATS to provide payment for the travel. Students are advised that they are to abide by all rules and regulations that are in place for the student athletes and coaches with which they are travelling. This includes, but is not limited to, dress codes, curfews, meeting times, alcohol and tobacco policies, and other professional behavior. As a general rule, athletic training students are advised to conduct themselves in a manner that will not bring negative attention to themselves, the team they are representing, and the University as a whole. For more

detailed information regarding professional conduct during clinical experiences, please see the associated section in this handbook.

### Policy on Participation as a Varsity Athlete

Students are reminded that the Athletic Training program is both a time and labor intense program. It is expected that students will spend in upwards of 20 hours a week in clinical experiences. Because of this, participation as a varsity athletic, either NCAA or Club, should be approached with caution. While we do not prohibit these activities, it may be necessary for the graduate experience to extend beyond the traditional course completion schedule. If the student chooses to participate in these activities during the Athletic Training Program, (i.e., senior or fifth year), the Program Director and Coordinator of Clinical Education will meet with the athlete and the athlete's coach in order to develop a plan that spells out the timeline as well as expectations of all parties for completion of the program. **No student may engage in NCAA activities in their final year in the program due to clinical education requirements.**

Students should be advised that even though participation as a varsity athlete is considered an excused absence by the university, the MAT Program will try to make reasonable accommodations however it should be noted that due to clinical requirements and the progression of KSAs within the MAT program this may not always be possible. **Furthermore, athletes may not be able to participate in the 5 year MAT program due to the nature of athletics and NCAA eligibility. Additionally, under no circumstances should course or clinical experience be interrupted for participation in intramural activities.**

### Policy on Outside Employment

It is anticipated that graduate students sometimes may seek regular employment in order to finance their education. However, it should be noted that the master's education is a time consuming experience and students are urged to balance their education with other responsibilities. **Absences from coursework and clinical experiences due to work schedules are not permitted. Clinical and didactic educational expectations must be met and cannot be changed to accommodate a work schedule. Furthermore, each student must make their clinical education schedule first and then you may work around the clinical expectations.**

### Policy on Social Media

Athletic training students are encouraged not to have profiles on social networking websites such as Facebook, Twitter, Instagram, etc. The following guidelines should be followed if a student chooses to utilize such services:

1. No offensive or inappropriate pictures should be posted. Examples of offensive or inappropriate pictures include, but are not limited to, alcohol, illegal drugs, and sexual innuendos.

2. No offensive or inappropriate comments should be posted. Examples of offensive or inappropriate comments include, but are not limited to, references to drunkenness, illegal drugs, acts punishable by law, and foul language (curse words).
3. No reference to being an athletic training student at Gannon University should be posted.
4. No information related to the health or playing status of any athlete or patient from Gannon University or clinical sites utilized by the Athletic Training Program should be posted. This is also a HIPAA violation.

NOTE: In addition to the unfortunate reality of online predators, potential employers and internship supervisors also use these sites to screen candidates. Many graduate programs and scholarship committees now search these sites to screen applicants. **Therefore, athletic training students are required under this policy to set all social networking pages to “private” to limit open access.**

# PART V

## Clinical Education Policies

## Description of Clinical Education

### Overview

The clinical education portion of the MAT program is associated with 2 full years including summer where the student can earn academic credit. Clinical education learning experiences are designated as part of the GSPRT 513/SPRT 483, 515/SPRT 474, 545/SPRT 477, 613, 615, & 645. Clinical assignments are components of the MAT program that are designed to allow students to transfer skills and knowledge obtained in the classroom into the clinical setting. Students are exposed to different individual and team sports, sports requiring equipment, patients of different sexes, non-sport patient populations, and a variety of conditions other than orthopedics. Students will also spend time in both an orthopedic clinic and outpatient therapy settings. The clinical education will occur over the 2 years the students are enrolled in the MAT Program. Learning does not have to occur solely in real-world situations, but may also occur through mock scenarios performed with another ATS peer or with the CP.

In addition to the didactic requirements of the MAT program, **the following items are required by the student for successful completion of the each of the clinical courses. Please refer to your course syllabus for any additional requirements.**

1. Students must follow all policies and procedures provided in the academic/clinical portion of the program's policy and procedures manual.
2. Students must maintain an overall GPA of 3.0 or higher in order to participate in the clinical education experience.
3. Students must pass each course within the major, specific to the clinical education experience, with a grade of "C" or above.

#### **CLINICAL EDUCATION DOCUMENTATION REQUIREMENTS**

4. Students must accurately log their hours in via the ATrack program.
5. Students are required to participate in the clinical education experience of the course throughout the entire semester.
  - a. Each student will be provided with a semester clinical rotation schedule that due to the nature of the clinical education, setting may change.
  - b. The student is expected to meet with the clinical preceptor during the **orientation** of the clinical rotation and determine the weekly schedule for the clinical rotation.
  - b. Students are expected to complete the scheduled clinical education experiences as assigned by the Preceptor.
  - c. Students may not miss more than 6 clinical experience days per academic year.** Students that miss a clinical experience day should follow the procedures listed in the policy and procedure manual regarding attendance in the clinical education experience of the class. Missing more than six days (extenuating circumstances would need to be discussed with the Program Director and Clinical Education Coordinator) could result in an "F" for the course.
  - d. Failure to participate in the clinical education experience of the course throughout the entire semester may result in the student receiving an "F" for the course, regardless of what the assessment results are for the graded portions of the course.

6. Students are required to complete all course activities, course assignments, as well as the assessment components that must be completed. **Students whose rotations continue after the last date of scheduled classes for the semester may receive an “incomplete” until all clinical duties are completed. Two (2) weeks prior to the last Friday of class, the CCE and student(s) will be informed of the post semester requirement and be provided with a schedule. If the student has duties that extend beyond the last scheduled date of classes the evaluation of the ATS should be completed at the end of the rotation rather than by the last Friday of classes so all skills and experiences can be evaluated.**

7. Clinical attendance related to acute or non-acute injury or illness will be consistent with Gannon University standard attendance policy. Make sure to communicate with either the CCE or the Program Director regarding missing clinical education experiences due to injuries or illnesses. The Communicable Disease Policy will guide the MAT program with regards to missing clinical experiences due to illnesses.

8. The student’s clinical education experience/component will take place in the following courses:

- a. GSPRT 513/SPRT 483 (Preseason Clinical I)
- b. GSPRT 515/SPRT 474 (Clinical I)
- c. GSPRT 545/SPRT 477 (Clinical II)
- d. GSPRT 613 (Preseason Clinical II)
- e. GSPRT 615(Clinical III)
- f. GSPRT 645 (Clinical IV)

9. Students must complete the ATS Evaluation of Preceptor and Evaluation of the Clinical Site each semester in ATrack

10. The Preceptor will complete and sign the Preceptor Evaluation of ATS each semester on ATrack. Specific timing of when these evaluations need to be completed are located in the clinical course syllabus.

11. Pre-clinical goals & reflection must be completed with the student at the beginning and the end of the clinical rotation

12. CPR for the Professional Rescuer certification must be obtained prior to the beginning of the first clinical education experience (prior to beginning GSPRT 513/SPRT 483).

**13. Transportation to clinical sites is the responsibility of the student.**

14. The clinical site is not a paid worksite; therefore, **students may not receive any monetary remuneration during his/her clinical experiences.**

## Description of Student Clinical Education Levels

Students are classified into different levels depending on the courses they have completed. The levels are as follows:

Student Level	Course	Semester
Level 1a	GSPRT 505/SPRT 471 - Principles of Athletic Training; GSPRT 511/SPRT 473- Assessment of Non-orthopedic Injuries; GSPRT 509/SPRT 472 Taping and Bracing for Athletic Injuries	Summer I

	and GSPRT 513 / SPRT 483 Clinical in Athletic Training: Preseason Experience I	
<b>Level 1b</b>	GSPRT 555/SPRT 475 – Lower Body Extremity Assessment; GSPRT 535/SPRT 476 – Therapeutic Modalities; GSPRT 515/SPRT 474 Clinical in Athletic Training I	Fall I
<b>Level 2</b>	GSPRT 525/SPRT 478 – Upper Body Extremity Assessment, GSPRT 565/SPRT 479- Therapeutic Rehabilitation; GSPRT 545/SPRT 477 Clinical in Athletic Training II	Spring I
<b>Level 3a</b>	GSPRT 510 - Advanced Strength and Conditioning; GSPRT 530 Research Methods and Statistics; GSPRT 575 Pharmacology and Professional Issues; GSPRT 613 – Clinical in Athletic Training Preseason Experience II.	Summer II
<b>Level 3:</b>	GSPRT 585 - Psychological Aspects of Injury; GSPRT 550 - Advanced Sport Nutrition; GSPRT 615 - Clinical in Athletic Training III	Fall II
<b>Level 4</b>	GSPRT 655 – Organization and Administration in Athletic Training, GSPRT 507 Seminar in Athletic Training, GSPRT 645 Clinical in Athletic Training IV	Spring II

These classifications are used to distinguish which knowledge, skills and abilities (KSAs) and clinical integrated proficiencies (CIPs) are to be completed by the student. Each level of students has a list of competencies (KSA's) that must be completed as one of the requirements associated with their clinical courses. The CIPs associated with each level are based on the courses that the student completed the previous semester. For example, students in Level 1b will not complete any CIPs in the fall semester but will be required to do them in the second semester as a Level 2. **Students will be required to obtain the Clinical Integrated Proficiency Manual listing the competencies and CIPs related to each and every course. This information is also available on ATrack.**

## Description of Clinical Education Experiences

Assigning a student to a clinical education placement is dependent upon several factors. The Gannon University MAT Program attempts to ensure that:

- A. All students will be exposed to male and female Preceptors, sports, and patients.
- B. All students will be exposed to individual and teams sports; varying levels of risk, including high risk (e.g., football, soccer, lacrosse), low risk (e.g., tennis, cross country), and equipment-intensive (e.g., football).
- C. All students will be exposed to an outpatient rehabilitation clinic and to a general medical rotation (e.g., family physician, physician assistant) for a minimum of 20 hours.
- D. The student's professional goals and objectives are met.
- E. The environment of the clinical education setting will provide a safe and educational learning environment (i.e., avoiding site where we know conflicts may arise)

Once a clinical education site has been selected, a student and Preceptor have an opportunity to make the necessary changes to his/her rotation before starting. **Once a rotation has started a student is not allowed to alter his/her assignment without speaking to the MAT Program Coordinator of Clinical Educational about this change.**

Please be aware that alterations to a student's clinical rotation may be necessary. To make any changes to the rotation he/she will need to seek approval from the current Preceptor, proposed Preceptor, and MAT Program Clinical Education Coordinator. This will be documented using the appropriate paperwork. **Please note that a Preceptor should not solicit student rotations without speaking to the MAT Program Clinical Education Coordinator prior to approval.**

## Clinical Education Placement Qualifications

Gannon University has established affiliation agreements with Athletic Training facilities and various clinical outreach clinical sites which are able to demonstrate the ability to effectively provide clinical education. The quality of the clinical site's learning environment will be determined by on-site visits, student feedback, written documentation, and compliance with the CAATE Standards.

### *Physical Examinations and Health Forms*

MAT Program students are required to undergo a physical examination. A copy of the completed health form must be sent to the Gannon University MAT Program Director for review prior to the beginning of the clinical education experience. A list of current immunizations is also needed along with the physical. The physical and immunization form is located on the website. All physical examination records are housed with Castle Branch. The deadline for completion is specified in the letter you receive from Gannon University. Receipt must be verified before Athletic Training Program Students will be allowed to attend the clinical education experience.

### *Health Insurance*

All Athletic Training Program Students must have health insurance prior to starting clinical experiences.

## Clinical Education Supervision

Clinical preceptors provide direct supervision during a clinical education experience. The clinical preceptors attend formal instruction and training to provide education experience to the student. Clinical preceptors must also:

- A. Provide instruction and assessment of the current knowledge, skills, and clinical abilities of the MAT student;
- B. Provide supervision of MAT students during their clinical education rotation;
- C. Provide opportunities for instruction to allow the MAT student to develop clinical skills, decision-making skills during actual patient/client care;
- D. Be a facilitator to integrating the knowledge, skills and abilities regarding the practice of athletic training.
- E. Supervise students with constant visual and auditory interaction;
- F. Evaluate students with the proper competency level;
- G. Provide constructive verbal and written feedback on a regular basis as well as during the mid-term and end-of-semester evaluations;
- H. Understand the MAT policies and procedures;
- I. Understand the CAATE competencies and when they are instructed in the MAT program;
- J. **Do not expect the ATS to act as a workforce for the clinical site.** They are at the site to learn, not to serve as a full-time staff member.

## Clinical Education Progression

### Clinical Rotations

Athletic training students will be rotated through a variety of clinical education experiences that include but are not limited to collegiate, high school, clinic, and general medical experiences. There will be opportunities for other formal clinical education experiences at a non-regular basis (ex., ER rotation, orthopedic surgery requirements, semi-professional sport experiences, etc.). These experiences are determined by the CCE and will be incorporated into the clinical education course(s) and/or a specific academic course offering. You will be informed during your course of the specialty requirements. **All students are expected to follow the clinical rotation assignment.** You will be given a schedule for rotations. Preseason experiences (summer courses 513.483 & 613) are 2 weeks long but may be in conjunction with the fall academic year rotation. All other clinical courses (515, 545, 615, 645) are longer clinical assignments and will be up to the CCE to define for you. The general medical requirements are a minimum of 2 weeks in nature throughout the academic year.

### Clinical Hours Policy (minimum and maximum/day-off policy)

As a component of each semester's *Clinical in Athletic Training* course (GSPRT 513/483, 515/474, 545/477, 613, 615, and 645), students encouraged to obtain approximately 20 hours of clinical experiences a week. Due to Middle States Accreditation, students are required to complete a minimum of 12 hours in a given week, but they may not exceed 30 hours in a week. **Students are also required to be given at least 1 day per week off from clinical experiences.**

Students will log their hours each week using *ATrack Online* and those hours will be reviewed by the CCE. If a student is consistently logging hours per week below 12 or in excess of 25, the student and their preceptor will be notified and adjustments to the student's clinical hours must be made. Likewise, should a student not be given at least one day per week away from clinical experiences, the student and preceptor will be notified and accommodations must be made at the direction of the CCE and/or the Program Director. **Please note that students should not expect to maintain hours around 12 per week as this is a minimum requirement and is not optimal for the clinical course. Students should expect to maintain approximately 20 hours per week in their clinical education experience.**

These clinical experiences will provide the athletic training student an opportunity for the practical application of athletic training knowledge and skills, under the direct supervision of a preceptor. The intercollegiate athletic program at Gannon University consists of 20 NCAA Division II sports and related activities that serve as the primary clinical setting supplemented with other approved diverse affiliate clinical settings.

**\*If you routinely receiving less than 12 hours or continually around 12 hours a week, this is considered meeting the minimum requirements. However, please note that the MAT Program expects approximately 20 hours of clinical education a week. If you are not meeting the hourly requirements, you will be expected to outline a plan on how you will begin to meet these minimum requirements for your educational experiences.**

There may be some instances where the MAT Program Director and CCE make academic accommodations to change clinical education hourly expectations due to poor academic performance. The PD and CCE will outline an academic plan and a clinical course plan to ensure students are successful in both the didactic and the clinical requirements for the MAT Program.

## Clinical Education Attendance

### Preseason Attendance

Athletic training students are required to report for pre-season training camps prior to the beginning of fall semester classes in conjunction with the GSPRT 513/SPRT 483 & the GSPRT 613 courses. Failure to report for pre-season may result in dismissal from the Athletic Training Program.

### ATS Clinical Education Experience Attendance

Each student attending the AT Program has the privilege, not the right, to attend the assigned clinical education experiences. Students are expected to follow all rules of ethics and conduct delineated in this handbook and the CAATE and the NATA. **If any student is dismissed from the clinical education experience for disciplinary behavior, his/her education in the MAT Program may be terminated.** Students are to attend the clinical education experience at the time and facility designated by CCE and MAT Program Director. **Students cannot miss MAT**

**Program courses or clinical classes to attend clinical education experiences without permission by their classroom instructor.**

**The following outlines information regarding the Clinical Experiences:**

1. Upon arrival at the clinical site, the student must check in with the Preceptor prior to beginning the clinical education experience. On the student's first day at a new clinical rotation, the student must complete an orientation check off sheet with their Preceptor.

2. Prior to departing the clinical site each day, the student is responsible to check out with the Preceptor and document the correct number of hours in ATrack. Hours are to be rounded to the closest 15 minutes. Punctuality is a high priority, as this is a sign of dependability.

3. The student and Preceptor must work out an attendance schedule to meet the minimum number of hours required by the enrolled practicum course. Students are expected to be present at all designated hours. **Your schedule is dependent upon the Clinical Preceptor's schedule, not outside work or social events.**

In the event a student needs to miss his/her assigned clinical time, a formal email must be written to the Clinical Preceptor and the Clinical Education Coordinator or Program Director indicating reason, date etc. All time off days must be made approved in advance. All days that are missed must be made up a different day.

### *Requests for time-off from Clinical Education Experiences*

How to request a day off: Forms are available in the Sport and Exercise Science Program's Administrative Assistant's office M161.

1. You must formally request a day off by filing out and submitting a **Request for Absence Form**. **This must be approved by the CEC at least 1 week prior** to your requested day. Do not ask for a day off with your Preceptor; program faculty must approve your days off. If the CCE is not available, then you must have the Program Director grant your leave.

2. You may have a maximum of **3 requested days** off per semester. **You are not to miss more than 6 total days per year of the clinical experience.** Unexcused absences and tardiness to clinical education experiences may be reflected in the student's final clinical evaluation by the Preceptor and may negatively impact the student's grade in their clinical application course.

Procedure for day off request:

1. Fill out Attendance Request form
2. Meet with the CCE to determine if your request is granted.
3. Once your form is filled out return your form to the Administrative Assistant's office.
4. Administrative Assistant will then inform your Preceptors the request was received and granted leave for those dates.

**In case of illness, Athletic Training Program Students must notify the Preceptor and the Clinical Education Coordinator as soon as possible. In case of absence for short periods of time, due to personal illness or serious family problems, Athletic Training Program Students must make up the time before graduation. Final grades will not be assigned until all work is completed.**

## Clinical Education Attendance – Inclement Weather

The Athletic Training Program will observe inclement weather closings and delay procedures enacted by the University. However, a clinical facility, their director or course instructor can cancel or delay participation in a clinical rotation, activity or course if they deem the weather to be a hazard to travel or participation of the student or those who participate in the activity.

If snow or flooding or any other act of nature prevents a student from attending the clinical education experience, and the university has not announced a university-wide weather policy update, the student will arrange to make up the clinical time with his/her instructor as necessary. In the event that a sudden conflict, illness, or emergency arises, the student must notify the Preceptor immediately via phone or in person. Only in the certain conditions (i.e., death in the immediate family, hospitalization) will this notification be waived. Students are responsible to communicate with the Preceptor on a daily basis regarding the hours of operation for the Preceptor related to the assigned clinical education experience.

## Clinical Education Penalties

If a student has an infraction that is identified by the CP, the student is subject to a written incident report. The Infraction Form will be given to the student to sign and a copy will be emailed or mailed to the Clinical Education Coordinator and/or Program Director copied on the email. The following steps are to be taken if an athletic training student does not comply with educational, attendance policies, or clinical facility protocols.

1. The first infraction report constitutes a warning. The student and the CP will discuss the incidence and the CP will issue the student with a warning. The CP will then send an email to the CEC informing the program of an official warning.
2. The second infraction will result in an infraction report and will serve as documentation of the infraction. The Clinical Education Coordinator will then schedule a meeting between the Clinical Education Coordinator, the Preceptor and the ATS to discuss the incident and come to a resolution. **A 5% reduction on the student's clinical evaluation will be assessed, thus effecting the outcome of the clinical course overall grade.**
3. The third infraction will result in a conference between the student, Preceptor, Clinical Education Coordinator, and Program Director to discuss all incidents. An infraction form will serve as documentation of the infraction. **A 10% reduction on the student reduction on the student's clinical evaluation will be assessed, thus effecting the outcome of the clinical course overall grade.**
4. The fourth infraction will result in a conference between the student the CEC the Program Director and discuss the clinical experience and the continued enrollment in the MAT Program. The infraction form will serve as documentation of the infraction. **The 4<sup>th</sup> infraction will result in a "F" for the clinical education course** and will ultimately affect the matriculation through the MAT Program.

\*\*\*If at any time the infraction form identifies an unexcused absence that day must be made-up during their clinical education rotation.

## Removal from Clinical Experiences

Clinical supervisors have a primary responsibility to ensure the safety of and provide care for their patients. To this end, a clinical supervisor may remove a student from his/her clinical experience at any time for conduct that compromises the safety or care of the patient or others in the clinical site. Behaviors that are grounds for temporary removal from the clinical experience include but are not limited to confidentiality breeches, harassment, absenteeism or tardiness, malpractice / negligence, failure to fulfill responsibilities, or other activities that the supervisor deems as unsafe or inappropriate. Inappropriate clothing and/or dress code infractions may also be cause for removal from clinical experiences.

Students are removed from experiences on a temporary basis and may be reinstated. Removal from an experience for more than three days requires the concurrence of the Program Director and Clinical Coordinator. Students may be removed from clinical experiences for the remainder of the term for disciplinary or patient safety reasons and will not be reassigned to another clinical until the next experience cycle. Removal from a clinical experience will most certainly impact the clinical grade of the student, possibly to the extent that it requires repeating the course. **Ongoing patterns of unsafe / unprofessional behavior may be grounds for dismissal from the MAT Program.**

### Clinical Education Site Policies

What follows are some general guidelines and expectations for clinical experiences. At the commencement of each clinical experience it is the responsibility of the ATS to clarify all guidelines and expectations with their specific clinical preceptor.

#### Professional Appearance, Attire, & Grooming

Good grooming and personal hygiene are essential for health care providers and usually is the basis for your patients' first impression of you. Along these lines, students should maintain a neat and professional appearance at all times during clinical experiences. Their appearance should not distract from the professional image they are trying to develop. The decision on professional appropriateness of appearance is made solely at the discretion of the Program Director, CCE and/or the clinical rotation facility policies.

Clinical experiences require specific professional attire. Each student is required to purchase Gannon University athletic training polo shirts. Other Gannon clothing is optional for purchase for clinical sites uniforms. **Only clothing that is Gannon University oriented or otherwise neutral in nature will be acceptable for clinical experiences.** Certain clinical experiences (games, events, travel, etc.) will require a specific dress code that may vary from other clinical experiences. **Students should clarify the dress code for each specific clinical experience with their clinical supervisor on or before the first day of the experience.** Students who do not comply with the appearance, attire, or dress code for their clinical experience will be excused from the experience for the day. An infraction form may be used by the CP and the day must be made up to complete the clinical experience.

An ongoing pattern of inappropriate dress may be grounds for dismissal from the experience and/or MAT Program. Be sure to clarify appearance expectations with your clinical supervisor & /or the Program Director prior to beginning each clinical experience.

On occasion, there will be opportunities for students to participate in extra events (e.g. Conference championships, tournaments, Gannon University events, etc.). When these events take place, you will be supervised by a Gannon University preceptor and the event is considered part of your clinical experience. In these situations, the usual dress code will be in effect.

## Professional Conduct

Among your first and most important goals in this program is to earn the professional respect of your patients, peers, and supervisors. This respect is paramount to developing a good rapport with patients, physicians, coaches, etc., key to obtaining recommendations that may lead to employment opportunities, and key to your ultimate professional success. This respect will never be earned without first demonstrating a strong sense of personal responsibility that goes hand-in-hand with being in a profession that places the well-being of others as its highest priority. You need to demonstrate personal responsibility on a daily basis in this program. You can do so by, first, demanding excellence of yourself and second, demanding it from those around you. You must assume personal responsibility for your own success by seizing upon every available opportunity to grow and develop professionally and seeking out the quality opportunities that are less available. You must assume personal responsibility for the health and well-being of your patients by never compromising their quality of care or assuming someone else will make sure the patient gets the care that they need. You must assume personal responsibility for the quality and condition of your working environment by being meticulous about the upkeep of facilities and equipment. You must assume personal responsibility for getting the job done by never blindly assuming that someone else will take care of it. You must assume personal responsibility for your reputation and this program's reputation by never compromising on your professionalism and work-ethic. You must assume personal responsibility for your conduct in your classes, your clinical experiences, and in your personal life and recognize that all three will influence people's respect for you. You must assume personal responsibility for your mistakes by acknowledging them and learning from the constructive criticism that accompanies them. You must assume personal responsibility for maintaining the legacy of the students who went before you by working hard to be excellent rather than assuming you will be excellent simply because others who preceded you worked hard and became excellent.

## Sound Judgment

As a healthcare provider, your ability to make sound judgments while under pressure is absolutely vital to your success and to your professional credibility. Anything that would cause the soundness of your judgment to be questioned will weaken your reputation. This is true of both your professional and personal judgment. On a professional level, you are held to a legal standard of care that involves acting in the manner that would be expected of a reasonable and prudent person with similar training. Part of this is practicing within the bounds of a student and not overstepping your bounds by engaging in unsupervised practice. On a personal level, your judgment will be a significant factor in your ability to garner favorable recommendations, to

open doors to new opportunities, and to earn the respect of your peers, patients, and supervisors. Do not make the mistake of thinking that your actions in your private life will not influence your professional life. The two are far more interrelated than many students realize. Your actions outside of your duties as an athletic training student can and do affect your future. Lapses in judgment such as alcohol or controlled substance law violations, poor conduct at professional meetings or alumni functions, inappropriate voicemail greetings or email addresses, posting embarrassing (or illegal activity) photos or information on publicly accessible websites (like Twitter, Instagram, Facebook, etc.) will cause your judgment to be questioned by your peers, your supervisors, your patients and your potential employers. If you demonstrate questionable judgment, you should not expect to receive favorable recommendations from your faculty nor should you expect the faculty to put their personal reputation or this program's reputation in jeopardy by creating special opportunities for you. If you want access to the kinds of opportunities that this program is known for creating, then earn them through your judgment and your work ethic.

## Punctuality

Students are expected to be punctual for their classes and clinical experiences. Tardiness is not acceptable for practicing professionals and it is therefore not acceptable for students. Any instance of tardiness or absenteeism should be accompanied by an appropriate excuse. Outside jobs and student organization obligations are not an appropriate excuse for tardiness or absenteeism.

## Care of Facilities and Equipment

All clinical experience locations have nice facilities and equipment for student use during classes, laboratories, and clinical experiences. These will remain nice only if EVERY student takes personal responsibility for their care and upkeep. If you don't take pride in maintaining what you have, you will not have it. For example: No cooler (or lid) should EVER be put away without being washed and disinfected. All patient care areas should be kept meticulously clean at all times. Gators, golf carts, etc. should be driven far more carefully than you drive your own car. All Athletic Training facilities should be treated like a hospital and not like a locker room. Supplies are expensive and should never be wasted. Access to our facilities and equipment should be closely monitored and problems reported immediately. You are not to take equipment of site without consent of your supervising athletic training (i.e. no coolers at your home).

A few general guidelines to follow:

1. If it needs done....YOU do it and don't assume someone else will
2. If you take it out....put it away when you are done
3. If you make it dirty....clean it up
4. If you used the last one....re-stock or tell your supervisor if we are out
5. If someone shouldn't be using something....don't let them have it
6. If you broke it....fix it or accept responsibility and tell your supervisor. We realize accidents happen.
7. If you haven't been trained to do it....don't do it without your supervisor's assistance
8. If you are unsure....ask your supervisor

## Cell Phones/Mobile Devices

Cell phones should be turned off or put on vibrate while students are present at a clinical education site. **MAT students should take note of the clinical education's cell phone policy during their orientation** to determine the appropriate use of cell phones or mobile devices. Failure to comply with cell phone policies could result in dismissal from the clinical site. Students are not to use their cell phones during the practices and treatment times in their clinical sites.

## Dress Code

Clinic dress is required for all off campus experiences, and when community members are invited to the MAT program for learning experiences. At a minimum the dress code will consist of business casual attire with the Gannon University Athletic Training apparel and khaki or dress pants deemed appropriate for the clinical site. **Each MAT student should go over their dress code with their individual clinical preceptor during the orientation process.**

## Behavioral Expectations

### Relations with Other Medical Professionals

Students should be very professional when interacting with physicians and other medical professionals. These interactions are very important to the clinical education of the student and they are to be actively sought out. Students are encouraged to ask questions when appropriate and to use appropriate professional jargon. Avoid using laymen's terms with professionals and avoid using jargon with patients.

### Relations with Coaches

It is important that students learn to develop professional relationships with the coaches of teams with whom they are completing clinical experiences. Generally, your clinical supervisor will provide status reports to coaches although students will be required to do this on occasion as part of their education. You should discuss how to handle coaches' questions with your clinical supervisor. Generally, students' interactions with coaches should increase with each clinical experience. Occasionally such interactions can present difficulties. If a student has difficulty with a coach or athlete, he/she should make this known to the clinical supervisor immediately. Most problems can be easily resolved if approached early. Delay in dealing with a problem makes it more difficult to resolve.

### Relations with Athletes

The student athletes and patients at Gannon University and any of our affiliated clinical sites are your PATIENTS. They are NOT your peers, NOT your social group, and NOT a dating pool. They can sometimes be your friends, but YOU must maintain the boundaries of such friendships

so that you do not compromise your professional relationship. You must earn the respect of your patients in order to be effective care providers to them. The person who is your drinking buddy or date will almost never trust you to be the person who takes care of their serious healthcare needs. Understand that the nature of your relationship with your patients is a professional one first and a friendship second.

You are NOT their chain of contact for emergencies and you ARE NOT PERMITTED to provide them care outside of your supervised role as a student. If a student athlete calls you personally to request care for a problem (whether it occurs in athletics or outside of athletics) you should advise them to seek care in an AT facility or in the emergency room as is appropriate and you should also notify your supervisor at the first opportunity to do so. You should never provide private “after hours” or “off the books” care that circumvents the healthcare plan put in place for the student-athletes and patients. Doing so is both unethical and illegal.

### Social media and sound judgement

It is natural in the clinical setting that you develop a sense of rapport with the athletes that you work with. Each interaction you have must be professional in nature and within the bounds of the NATA Code of Ethics. As such, students should not interact with student-athletes over social media (Snapchat, Instagram, etc.) Further, MAT students should not contact student-athletes to schedule treatment times or physician’s appointment. This is the job of the Clinical Preceptor, not the student. **A violation of this policy may be cause for disciplinary action and/or dismissal from the MAT Program.**

**\*\*\*\*If you are a Gannon University student and you have a relationship with a student-athlete prior to enrolling in the MAT program, you are required to disclose this information to the MAT Program Administration.**

### Relations with Other Athletic Training Students

Romantic relationships with other ATS are discouraged. The dissolution of these relationships can create a hostile atmosphere in clinical facilities where the students are assigned. Such an atmosphere is detrimental to the learning of students and delivery of patient care in the facility. Students creating a hostile environment will be removed from their clinical experience for the duration of the experience and could affect the final grade in the associated clinical course.

### Harassment & Discrimination

Harassment and/or discrimination of other students, athletes, patients, staff, etc. is a severe breach of professional ethics. Harassment and discrimination can take many forms including but not limited to sexual harassment (including sexual preference discrimination), gender discrimination, racial/ethnic discrimination, religious discrimination, sport -based discrimination, socioeconomic discrimination, etc. Athletic Training must be a color blind and gender blind profession in terms of the quality of care provided. No form of harassment or discrimination will be tolerated and students engaging in such discrimination in classes or clinical experiences will be immediately

removed from the experience. An ongoing pattern of harassment / discrimination may be grounds for dismissal from the ATP.

### Unethical & Criminal Activity

Students are expected to abide by Gannon University's Student Code of Conduct and by all laws of the Commonwealth of Pennsylvania. Student conduct violations may result in severe penalties including expulsion from the University. Violation of state laws can potentially result in a student becoming ineligible to obtain certification to practice Athletic Training. Any criminal activity may be grounds for dismissal, including those incorrectly perceived as "minor violations" by students. Violations such as drug/alcohol/tobacco violations, theft, and more severe crimes are all potential grounds for dismissal from the MAT Program.

***Students with Prior Offenses:*** If you are an athletic training student with a prior police record you are required to inform the Program Director of this upon admission to the athletic training program. The Board of Certification (BOC) exam may not approve an athletic training student to be eligible to sit for the exam with a prior record of offense. The BOC does allow a pre-certification process for those students with a prior convicted offense. The exam handbook can be found here: <http://bocatc.org/candidates/candidate-handbook>

***Students that are convicted of an offense during their enrollment:*** If you are arrested for an offense you must inform the Program Director immediately or as soon as possible. The Board of Certification (BOC) exam may not approve an athletic training student to be eligible to sit for the exam with a prior record of offense. The BOC does allow a pre-certification process for those students with a prior convicted offense.

\*\*\*\*\* PA State Licensure laws indicate that your ability to obtain a PA Athletic Training License may be compromised in some instances of criminal wrongdoing. More information can be found here: <http://www.pacode.com/secure/data/049/chapter16/subchapBtoc.html>

### Alcohol, Tobacco and Other Drugs

Underage drinking will not be tolerated under any circumstances. Consuming alcohol is discouraged, even for those students who are 21 or older. Any banned substance by the Commonwealth of Pennsylvania and Federal Law is prohibited. A student who needs assistance for a personal problem concerning his/her own use, a friend's use, an athlete's use or a family member's use may approach an ATP faculty member, clinical instructor, administrator, the university Counseling Center, or the Alcohol and Other Drug Education Program. All information will be held in the strictest of confidence.

### **MAT Policy:**

1. At any University function on or off campus sponsored by a team, Department of Athletics or the MAT Program, there shall be NO consumption of alcoholic beverages.
2. Any athletic training student reporting to clinical experiences and/or representing the MAT Program (at any site) under the influence of drugs and/or alcohol will immediately be suspended from the Athletic Training Education Program as outlined below.

3. The use of alcohol during travel time with assigned athletic teams is forbidden at all times, regardless of legal age. While traveling with a team, the athletic trainer is responsible for the health and welfare of the athletes 24 hours a day. Consumption of alcohol or use of drugs may seriously impair the judgment of this responsible individual.

**Policy Infractions:**

An infraction of this policy by an athletic training student will result in a hearing before the Program Director and the student's current Clinical Preceptor who will render a decision on the infraction. Due process will be followed in keeping with University policy regarding individuals' rights.

## **GANNON UNIVERSITY MASTER OF ATHLETIC TRAINING PROGRAM**

### **TECHNICAL STANDARDS FOR ADMISSION**

The Gannon University Athletic Training Program (MAT) 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 MAT establish the essential qualities considered necessary for students admitted to this program to achieve the competencies of an entry-level athletic trainer, as well as meet the expectations of the Commission on Accreditation of Athletic Training Education. 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 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 postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the ATP curriculum as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Gannon University MAT 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 Gannon University Office of Disability Support Services (814-871-5522), located at Palumbo Academic Center 824 Peach St, Erie, PA

16541, will evaluate a student who states he/she could meet the program's technical standards with accommodation and, **given appropriate documentation**, confirm that the stated condition qualifies as a disability under applicable laws.

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

***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 can meet each of these standards with certain accommodations. I will contact the Gannon University Office of Disability Support Services (814-871-5522), located at Palumbo Academic Center 824 Peach St, Erie, PA 16541 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: \_\_\_\_\_



*Gannon University*  
**Masters of Athletic Training  
 Program Communicable Disease and  
 Blood borne Pathogens Policies**

Policy and Procedures

The purpose of the Gannon Masters of Athletic Training Program (MAT) Communicable Disease Policy is to protect the health and safety of all parties. The purpose of this policy is to ensure the welfare of the students enrolled within this academic program in addition to patients that MAT program students may come in contact with during their clinical educational experiences. This policy is designed to provide athletic training students, Preceptors and Faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control (CDC). This policy was developed using the recommendations established by the CDC for health care workers (<http://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 particulates inhaled); a vehicle (ingested or injected); and a vector (via animals or insects).

Communicable Diseases Cited by the CDC:

Conjunctivitis	Human immunodeficiency virus (HIV)	Rubella
Cytomegalovirus infections	Measles	Scabies
Diarrheal diseases	Meningococcal infections	Streptococcal infection
Diphtheria	Methicillin-resistant Staphylococcus aureus (MRSA)	Tuberculosis
Enteroviral infections	Mumps	Varicella
Hepatitis viruses	Pediculosis	Viral respiratory infections
Herpes simplex	Pertussis	Zoster

***Guidelines for Prevention of Exposure and Infection***

1. Masters of Athletic Training Students will successfully complete The Gannon University Blood borne Pathogen Training on Blackboard, prior to clinical observation. A folder has been set up specifically for the Masters Athletic Training (MAT) students that contains the BBP training

2. Students are required to submit up to date verification of immunizations prior to the beginning of clinical rotations. Students must have current immunizations, including;
  - a. Copy of childhood immunizations records: (DPT/Polio/MMR)
  - b. Tdap or Adult Td in the past 10 years
  - c. Hepatitis B Series of 3 or positive Antibody Titer (HBsAb)
  - d. Documentation of two-dose varicella vaccination series or a positive varicella titer or Chicken Pox age if titer is negative or equivalent.
  - e. Two-step TB skin testing with annual update. If submitting TB skin test results from another facility or physician, results must include "signature of person performing test, date read, mm of induration, and if negative or positive." An Interferon-gamma Release Assay (IGRA) with written documentation, done within three months of matriculation may be substituted.
    - i. If there is a prior history of TB, previous positive test, or completion of treatment for TB infection or TB disease appropriate written documentation is required. Students unable to provide written documentation will undergo baseline testing for M. tuberculosis infection as determined by the Student Health Center medical staff. These students will also undergo annual symptom review in place of TST.
    - ii. A newly recognized positive TST may require an IGRA and will receive an appropriate clinical evaluation and chest x-ray as determined by the Health Center medical staff. These students will also undergo annual symptom review in place of TST.
  - f. Annual Influenza immunization
  - g. Each athletic training student is responsible for obtaining any additional immunizations or tests required by specific clinical education sites.
  - h. Students are responsible for all cost of immunizations, tests, and x-rays required by the MAT program, as well as any required by the facility to which they are assigned. Athletic training students may utilize private physicians for the required immunizations, tests, and x-rays, provided documentation and pertinent results are provided to the Program Director or Clinical Education Coordinator.
3. Prior to the beginning of the clinical rotations, Athletic Training Students will successfully complete Blood borne Pathogen Training on Blackboard during an orientation day. Each student completes training once a year.
4. Students are required to obtain an annual physical and submit documentation of the physical to the MAT Program Director.
5. Students are required to use proper hand washing techniques and practice good hygiene at all times.
6. Students are required to use Universal Precautions at all times. This applies to all clinical sites.
7. Patient care should not be performed when the athletic training student has active signs or symptoms of a communicable disease.

## Guidelines for Managing Potential Infection

1. Any student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to his/her supervising Preceptor immediately and to the Clinical Education Coordinator.
2. The incidence response procedure for the MAT program is as follows:  
Any individual sustaining a puncture injury, cut from sharps, or splatter to eyes, nose, or mouth should:
  - a. Thoroughly wash the wound area with soap and water. Alcohol-based hand rinses, gels, foams (containing 60+% alcohol) should be used when water is not available.
  - b. Flush splashes of blood or other potentially infectious material (OPIM) to the nose, mouth, or skin with water.
  - c. Irrigate eyes with clean water, saline, or sterile irrigates.
  - d. Students that have a blood or OPIM incident should immediately telephone Gannon University Student Health Center, 814-871-7622 to arrange an urgent appointment.
  - e. If Student Health is closed, the Student should report to the nearest emergency room.
  - f. The Student and Preceptor must fill out a MAT program Incident Report Form, signed by both Student and Preceptor. The completed form is given to the Clinical Education Coordinator.
  - g. The Student is responsible for all medical costs incurred regarding the exposure incident.
3. Any student, who demonstrates signs or symptoms of infection or disease that may place him/her and/or his/her patients at risk, should report that potential infection or disease immediately to his/her supervising Preceptor and Clinical Education Coordinator.
4. The student is responsible for keeping the Coordinator of Clinical Education informed of his/her conditions that require extended care and/or missed class/clinical time. The student may be required to provide written documentation from a physician to return to class and/or clinical site.
5. If a student feels ill enough to miss ANY class or clinical experience that student should notify the appropriate Instructor or supervising Preceptor immediately

## **GANNON MASTERS of ATHLETIC TRAINING PROGRAM** **Blood borne Pathogen Exposure** **Control Procedures**

**Any individual sustaining a puncture injury, cut from sharps, or splatter to eyes, nose, or mouth should:**

1. Thoroughly wash the wound area with soap and water. Alcohol- based hand rinses, gels, foams (containing 60+% alcohol) should be used when water is not available.
2. Flush splashes of blood or other potentially infectious material (OPIM) to the nose, mouth, or skin with water.
3. Irrigate eyes with clean water, saline, or sterile irritants.
4. Students that have a blood or OPIM incident should immediately report to the nearest emergency room. Hospitals in the Erie area include:

Saint Vincent Hospital	UPMC Hamot	Millcreek Community Hospital
232 W 25 <sup>th</sup> St	201 State St	5515 Peach St
Erie, Pa 16544	Erie, PA 16550	Erie, PA 16509
(814) 452-5000	(814) 877-6000	(814) 864-4031

If not in the Erie area, proceed to the nearest emergency room for immediate treatment.

5. The Student and Preceptor must fill out a GMATP Incident Report Form, signed by both Student and Preceptor. The completed form is given to the Clinical Education Coordinator.
6. The Student is responsible for all medical costs incurred regarding the exposure incident.



**Masters of Athletic Training  
Program Communicable Disease and  
Blood borne Pathogens Policies**

Policy and Procedures

The purpose of the Gannon Masters of Athletic Training Program (MAT) Communicable Disease Policy and Blood borne Pathogen Policy is to protect the health and safety of all parties. The purpose of this policy is to ensure the welfare of the students enrolled within this academic program in addition to patients that MAT program students may come in contact with during their clinical educational experiences. This policy is designed to provide athletic training students, Preceptors and Faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control (CDC). This policy was developed using the recommendations established by the CDC for health care workers (<http://www.cdc.gov>).

By signing below, you indicate you understand and will abide by the MAT program's Communicable Disease Policy and BBP Control Procedures.

\_\_\_\_\_  
Athletic Training Student Name (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Athletic Training Student Signature

**GANNON UNIVERSITY MASTERS of ATHLETIC TRAINING PROGRAM**

**Blood borne Pathogen  
Athletic Training Student Exposure Incident Report**

*This form should be filled out as soon as possible after a Student exposure incident.*

Student Name: \_\_\_\_\_ DOB \_\_\_\_\_

GU Student ID: \_\_\_\_\_ Student Phone Number: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Preceptor Phone Number: \_\_\_\_\_

1. Date of Exposure: \_\_\_\_\_

2. Time of Exposure: \_\_\_\_\_

3. Clinical Site\Location of Exposure: \_\_\_\_\_

\_\_\_\_\_

4. Describe clearly and in detail how the incident occurred: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Were there any witnesses to incident, if so, list names: \_\_\_\_\_

\_\_\_\_\_

6. Location medical attention was given (Student Health Center, Emergency Room):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
*Athletic Training Student Signature* *Date*

\_\_\_\_\_  
*Preceptor Signature* *Date*

### Verification Form

As part of your interaction with those seeking coverage and care by your Clinical Preceptors (through the Department of Sports Medicine or at off-campus sites), you will be exposed to information regarding individual's medical record and health status. All of this information is considered to be confidential and remains the private rights of the individual being treated. By signing this document, you are agreeing to keep confidential between only you and your immediate supervisor all interaction, knowledge, communication, and exposure that you have with student athletes and patients as the information relates or has the potential to relate to their health status, previous medical history or potential prognosis regarding any situation. Only under circumstances whereby a student athlete and/or patient has granted specific written permission to divulge information as it relates to a specific illness and/or injury and designates to whom such information can specifically be shared are allowed to disseminate any information, formal or informal regarding one's health status. Furthermore, any interaction that you have with any medical provider or other entity that includes verbal, written or any other form of information sharing must be done in compliance with the Health Insurance Portability and Accountability Act of 1997. Any breach of confidentiality and/or privacy will not be tolerated and will result in your immediate removal from any clinical rotation permanently. This may include being banned from the athletic venue permanently. Additional penalties may also be imposed, including, but not limited to, those administered by Gannon University and the United States Federal Government.

I, \_\_\_\_\_ (print name), have read the above stated information regarding compliance with confidentiality and privacy of information regarding student athletes and patients during my interaction and exposure with Gannon University and other medical facilities. By signing below, I am acknowledging that I have read, understood and will abide by all rules and regulations set forth here within. I agree that if I have any questions regarding confidentiality and/or privacy issues that I will address such questions with appropriate supervisors to assure proper action at all times.

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Witness Signature/Date

**Verification Form**

I, \_\_\_\_\_, understand that information in the offices of the Morosky College of Health Professions and Sciences, is confidential and may not be divulged to anyone except the person who owns the information; those faculty, staff or administrators who have need to know; and those individuals or agencies who fulfill the requirements under the Federal Educational Rights and Privacy Acts of 1974, as Amended (FERPA).

I also understand that information at the Affiliated Sites is confidential and may not be divulged to anyone except the person who owns the information, as this is a violation of federal law. If I release confidential information, I understand that I will be discharged immediately from the Athletic Training Program (and directed observation experience if applicable).

I have read the above and agree to maintain the confidentiality of all information that I have access to. I further confirm that I have completed the FERPA training as required in the MAT Program.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

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

**CAATE Student Waiver Form  
STUDENT WAIVER FORM**

Date \_\_\_\_\_

Name \_\_\_\_\_

Student I.D. \_\_\_\_\_

I, \_\_\_\_\_ give permission for the members of the CAATE Evaluation Team to view my personal academic file relating to the athletic training program. I understand that this viewing will be for informational purposes only and that my confidentiality will be maintained.

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

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

## Athletic Training Program Student Statement of Contract

I, \_\_\_\_\_ (Print Name), as an Athletic Training Program Student promise to:

1. Uphold the principles of academic honesty and integrity
2. Conduct myself in a professional manner, abiding by the NATA Code of Ethics
3. Respect the field of Athletic Training
4. Abide by the academic regulations and standards outlined in the Gannon University Student Handbook, the Gannon University Catalog, and the Gannon University Athletic Training Program Student Handbook
5. Report any observed violation of academic honesty
6. Respect all property of the Athletic Training/Sport and Exercise Science Department including lab equipment, models, and animal specimens

I have read, understand, and will comply with all the information in the Athletic Training Student Handbook. I further understand that should I violate any policies or procedures set forth in the MAT Student Handbook; it may jeopardize my continuation in the MAT program.

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



**MAT Program Student Handbook Verification Form**

I certify that I have completed the required orientation program and have read and understand the policies and procedures contained within the Athletic Training Student Handbook. I further understand that I understand a violation of these policies or procedures may affect my successful completion of the MAT program.

By signing this I am confirming that I have received a copy of the student handbook to be kept for a reference.

\_\_\_\_\_  
Athletic Training Student (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Athletic Training Student (Signature)

\_\_\_\_\_  
Date

I certify that I have read and understand the MAT Program's Bloodborne Pathogen (BBP) policies and procedures. I understand that I am responsible to complete the American Red Cross's BBP training in order to be participating in clinical education experiences. Furthermore, I am aware of the post-exposure plan and understand what I need to do in case I am exposed during a clinical setting. I also understand that each clinical setting has a BBP plan and I will review it during the orientation of the clinical setting.

---

Print Name

Signature/Date

**Gannon University**  
**Morosky College of Health Professions and Sciences**  
**Master of Athletic Training Program**  
**Student Absence Form**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Dates to be away: \_\_\_\_\_

Return date: \_\_\_\_\_

Reason for absence: \_\_\_\_\_

\_\_\_\_\_

Faculty to notify: \_\_\_\_\_

\_\_\_\_\_

Current Clinical Site to Notify: \_\_\_\_\_

\_\_\_\_\_  
CEC or Program Director Signature