

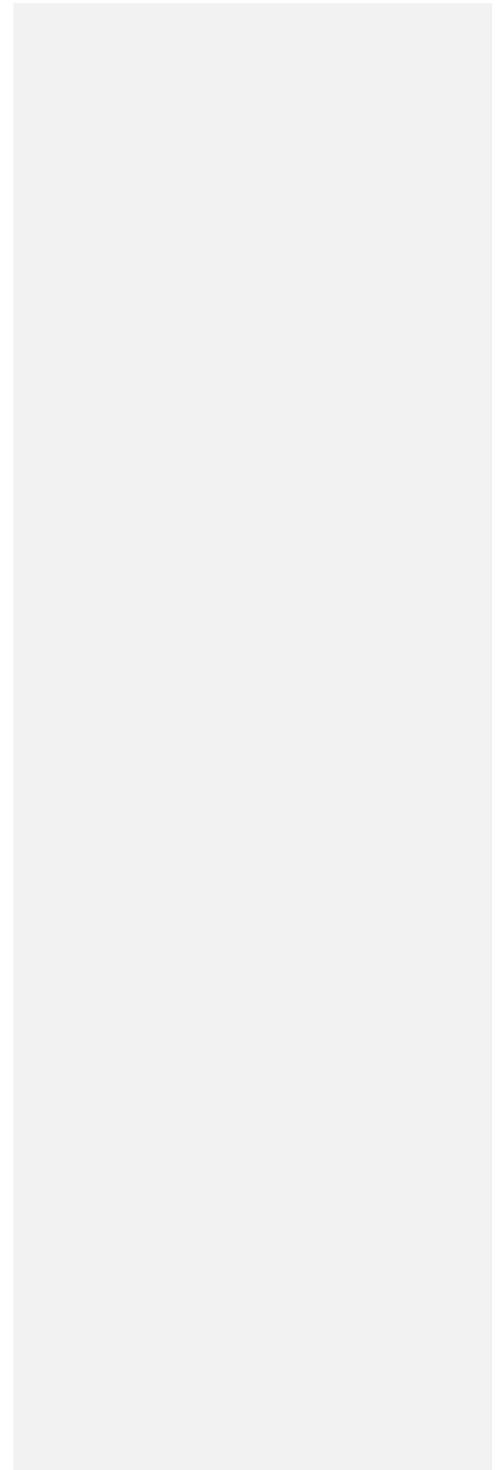


Jefferson
Philadelphia University +
Thomas Jefferson University

JEFFERSON COLLEGE OF REHABILITATION SCIENCES

MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM

Academic Policy and Procedure Manual
2020-2021



Purpose of the Athletic Training Program Academic Policy & Procedure Manual

The following academic and clinical policies and procedures reflect the requirements of the Master of Science in Athletic Training (MSAT) program. After you receive and read this, please sign and return the “Acknowledgment Form” located at the end of this document. While we have attempted to provide you with a comprehensive program handbook, it does not stand-alone. Students are responsible for understanding academic policies and procedures of Thomas Jefferson University and the Jefferson College of Rehabilitation Sciences (JCRS). A variety of resources exist to guide you to the policies and procedures that impact your academic career within the University, the Jefferson College of Rehabilitation Sciences and within your individual program of study. If you should have any questions throughout your academic career here, we encourage you to reach out to your Program Director, your faculty advisor, or the Associate Dean for Academic and Student Affairs, Ms. Nannette Fromm at Nannette.fromm@jefferson.edu.

Note: The MSAT program reserves the right to amend or add to the academic policies and regulations at any time, provided that such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the change.

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Program Director

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Coordinator of Clinical Education

TABLE OF CONTENTS

TABLE OF CONTENTS	3
WELCOME TO THOMAS JEFFERSON UNIVERSITY COLLEGE OF REHABILITATION SCIENCES	5
MISSION OF THOMAS JEFFERSON UNIVERSITY	5
MISSION OF THE MASTER OF SCIENCE IN ATHLETIC TRAINING	5
ABOUT THE MASTERS OF SCIENCE IN ATHLETIC TRAINING PROGRAM	5
EXPECTED STUDENT OUTCOMES	6
ACCREDITATION	7
THOMAS JEFFERSON UNIVERSITY CORE POLICIES	8
DISABILITY ACCOMMODATION	8
LEAVE OF ABSENCE / WITHDRAWAL POLICIES	8
LEAVE OF ABSENCE - MEDICAL	8
SEXUAL MISCONDUCT & TITLE IX	8
JEFFERSON COLLEGE OF REHABILITATION SCIENCES POLICIES	8
MASTER OF SCIENCE IN ATHLETIC TRAINING POLICIES	6
ATTENDANCE POLICY	6
PROFESSIONAL BEHAVIOR	6
CELL PHONE AND OTHER ELECTRONIC USE POLICY	7
MSAT PROGRAM CURRICULUM	8
ACADEMIC POLICIES AND STANDARDS	8
GRADUATION APPLICATION PROCEDURES	8
GRADUATION REQUIREMENTS	8
ACADEMIC PROGRESSION	9
ACADEMIC PROBATION	9
PROBATION AND DISMISSAL	9
REPEATING COURSES:	9
DISMISSAL FROM THE PROGRAM	10
READMISSIONS TO THE PROGRAM	10
GRADING POLICIES	11
GRADING AND GRADING SCALE	11
COMPREHENSIVE EXAMINATION	11
COURSE EVALUATIONS	11
STUDENT ADVISING	11
ACADEMIC ADVISORS	11
ADDITIONAL COSTS ASSOCIATED WITH THE MSAT PROGRAM	12
PROGRAM COMMUNICATION	12
COMMUNICATION WITH STUDENTS	12
STUDENT USE OF AND RESPONSIBILITIES ASSOCIATED WITH UNIVERSITY E-MAIL	12
CLINICAL EDUCATION	13
CLINICAL EDUCATION OVERVIEW	13
SATISFACTORY PROGRESS OF CLINICAL PERFORMANCE	13
PROFESSIONAL AND ETHICAL BEHAVIOR	13
REGULATIONS FOR A CLINICAL SITE	13
REGULATIONS OF CLINICAL EDUCATION HOURS	14
DRESS CODE DURING PRACTICUMS	15

COMMUNICABLE, INFECTION CONTROL, BLOOD BORNE PATHOGEN & OSHA POLICY16
DRUG SCREENING, CRIMINAL BACKGROUND AND CHILD ABUSE CHECKS16
HIPAA, FERPA & CONFIDENTIALITY POLICY.....16
POLICY REGARDING CONFIDENTIAL INFORMATION16
SOCIAL RELATIONSHIP POLICY.....17
SPORTS WAGERING POLICY17
Policies and Procedures Acknowledgement Form19

WELCOME TO THOMAS JEFFERSON UNIVERSITY COLLEGE OF REHABILITATION SCIENCES

MISSION OF THOMAS JEFFERSON UNIVERSITY

We are a university with preeminence in transdisciplinary, experiential professional education, research and discovery, delivering exceptional value for 21st century students with excellence in architecture, business, design, fashion, engineering, health science, and textiles infused with the liberal arts.

MISSION OF THE MASTER OF SCIENCE IN ATHLETIC TRAINING

To provide students with the fundamental knowledge, concepts, and skills grounded in evidence-based practice as determined by the Athletic Training governing bodies: Board of Certification (BOC), Commission on Accrediting Athletic Training Education (CAATE) and the Educational Council.

To prepare students for employment in entry-level athletic training positions located in a variety of clinical healthcare settings and/or for the pursuit of advanced degrees in athletic training or health-related professions.

To provide practical experience and ethical reflection to enable graduates to assume leadership roles in various health care settings to enhance the quality of patient health care and to advance the profession of athletic training.

ABOUT THE MASTERS OF SCIENCE IN ATHLETIC TRAINING PROGRAM

Thomas Jefferson University offers athletic training education has an expedited five-year B.S. / M.S. Health Sciences and Athletic Training program and as an entry-level M.S. in Athletic Training graduate program. These programs are designed to help meet the growing demand for professional Athletic Trainers (ATs). The athletic training program is constructed to prepare highly motivated students with an interest in the medical field to sit for the Board of Certification (BOC) examination upon graduation.

As a part of the healthcare team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. The demand for ATs is expected to grow significantly faster than the average occupation over the next 10 years in both traditional athletic settings (secondary school, college, professional-level sports, etc.) and emerging practice settings (military, performing arts, medical offices, public safety, industrial settings, etc.)

Our Master of Science in Athletic Training is designed to help meet the growing demand for ATs. This unique professional program prepares highly motivated students with an interest in the medical field to provide comprehensive, patient centered medical care for physically active individuals. Our graduates leave with an in-depth knowledge of anatomy, pathomechanics and clinical application. In addition to patient centered, evidence informed care to create forward thinking health providers who care for the whole person. Our curricular content provides an all-encompassing approach to provide essential foundational knowledge in prevention, emergency care, orthopedic and general medical assessment and treatment of injuries and illnesses as well as health care administration. Our program offers 38 weeks of immersive, hands on, clinical experience working alongside athletic trainers and health professionals in a variety of settings. Thomas Jefferson University's athletic training program is accredited and in good standing with the Commission on Accreditation of Athletic Training Education (CAATE). Upon graduation from Jefferson's Athletic Training program students will be eligible to sit for the Board of Certification (BOC) exam. Additionally, we provide students with variety of opportunities to further their education and credentialing as they deem appropriate for their future employment prospects.

EXPECTED STUDENT OUTCOMES

Program Goals	Student Learning Outcomes
	At the completion of the program, the students will be able to
1. Participate as a part of a healthcare team by collaborating with colleagues through a complex medical system.	1a. Communicate effectively with relevant stakeholders (clients, patients, coaches, families, others) and healthcare professionals. 1b. Recognize, intervene and refer clients/patients exhibiting abnormal social, emotional, and mental behaviors 1c. Recognize, intervene and refer clients/patients with illnesses/diseases that are beyond the scope of an athletic trainer to the proper healthcare provider.
2. Use physiological, anatomical and evidence-based knowledge in the clinical settings.	2a. Evaluate and manage injuries and illnesses. 2b. Develop and implement injury prevention strategies to reduce the incidence and/or severity of injuries and illnesses. 2c. Utilize clinical examination skills to diagnose and treat clients/patients with medical/musculoskeletal conditions. 2d. Utilize the appropriate therapeutic equipment and techniques for the treatment of athletic related injuries. 2e. Utilizing testing equipment and developing protocols for measuring fitness, body composition, flexibility, etc. to assess a client's/patient's physical status, readiness for physical activity and prevention of an injury. 2f. Describe the importance of nutrition in regard to enhancing performance, maintaining a healthy lifestyle and preventing injuries/illnesses. 2g. Identify and explain the reasons of use, general and adverse effects for commonly used therapeutic drugs, dietary supplements, performance enhancing drugs, and recreational drugs. 2h. Demonstrate understanding of advanced human anatomy and physiology as it relates to human development, exercise, nutrition, performance and injury. 2i. Utilize knowledge of advanced anatomy and physiology to diagnose and treat clients/patients with medical/musculoskeletal conditions. 2j. Utilize the appropriate tests and measures to evaluate a clients' vital and anthropometry data
3. Behave in a manner consistent with the code of conduct and standards of professional practice set forth by the Athletic Training governing bodies.	3a. Apply ethical reasoning to inform clinical decisions (professional relationship, respect for diversity, ethical practice, professional integrity etc. 3b. Recognize cultural and social diversity and apply cultural sensitivity in interactions with peers and clients. 3c. Demonstrate compliance with the laws and regulations governing the practice of athletic training 3d. Demonstrate professionalism in the attitudes, behaviors and responsibilities associated with being an athletic trainer
4. Locate, evaluate and apply evidence-based resources to build knowledge and support athletic training practice.	4a. Develop and conduct a research project. 4b. Submit research findings for publication (peer-reviewed journal, poster, etc.) or present at a regional or national conference. 4c. Conduct literature reviews on various aspects of athletic training practice to critically evaluate the current and evolving body of scholarly literature that informs professional practice. 4d. Utilize knowledge of research methodology and statistical principles to guide clinical practice
5. Demonstrate administrative duties affiliated with the athletic training profession	5a. Develop policies and procedures, emergency action plans, standard operating procedures and guidelines for the athletic training facility. 5b. Identify the components of budgeting, medical documentation and insurance when working in a healthcare facility.

	5c. Recognize the organizational structure and the role the athletic trainer plays in the hiring process and in the daily operations of the healthcare facility.
6. Identify, describe and develop management plans for individuals with psychosocial disorders and/or mental health emergencies.	6a. Recognize and describe the signs, symptoms, physiological, and psychological responses of injuries, illnesses and catastrophic events. 6b. Describe psychological techniques and interventions that can be used during injury treatment, rehabilitation and return to activities processes. 6c. Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation. 6d. Explain the importance of educating patients, parents/guardians, and others to enhance the psychological and emotional well-being of the individual. 6e. Identify role and functions of various healthcare providers and refer clients/patients in need of mental healthcare. 6f. Explain the impact of sociocultural issues that influence the nature and quality of healthcare received.

ACCREDITATION

Jefferson's Athletic Training Program is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE). For more information regarding the accreditation process, please contact the CAATE head office. Inquiries and complaints can be filed with the CAATE, by contacting the CAATE at the address below or by submitting the complaint to: <http://caate.net/contact/>. Before filing a complaint with the CAATE, the student should explore all avenues to resolve the issue at the institution. Note that the CAATE does not accept anonymous complaints but does keep all information regarding the complaint confidential.

CAATE
6836 Austin Center Blvd., Suite 250
Austin, TX 78731-3193
(512) 733-9700

THOMAS JEFFERSON UNIVERSITY CORE POLICIES

Please refer to the Jefferson University Student Handbook for all University Policies.

www.jefferson.edu/handbook

These policies include, but are not limited to:

Academic Advising	JEFFAlert Emergency Notification System
Alcohol, Drugs, and Prohibited Substances	Preferred Name Policy
Assistance Animals	Sex and Gender-Based Misconduct Policy
Campus Violence	Social Media Policy
Children in Instructional Settings	Student Alcohol Policy
Community Standards	Student Religious Observance Policy
Disability Accommodations	Tuition Charges Across TJU Programs
Gambling	Tuition Refund Policy
Grievance Procedure	Use of College's Name/Logo
Hazing Policy	Use of Electronic Recording Devices
Inclement Weather	Weapons Policy

DISABILITY ACCOMMODATION

Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Thomas Jefferson University will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University sponsored activities and programs. Please refer to the East Falls Campus Office of Accessibility Services website for more information regarding accommodations

(<http://www.eastfalls.jefferson.edu/accessibilityservices/index.html>)

LEAVE OF ABSENCE / WITHDRAWAL POLICIES

A leave of absence (LOA) is a leave from the University with the intention of returning within two full academic semesters or a calendar year to complete coursework. A withdrawal is taken when the students does not have plans on returning to study at the University. The deadline to take a leave of absence/withdrawal from the University without any record of courses or grades of the current semester is the same as the "last day to drop without a W grade." (See Academic Calendar.)

Students must complete either the Withdrawal form or the Leave of Absence form to record their decision to suspend their academic study. . These forms are available from the Registrar's Office or online at www.eastfalls.jefferson.edu/Registrar/forms. A student is considered enrolled in the program until one of these forms is completed and returned to the Registrar's Office and the student has been withdrawn from all of their classes. Students cannot drop all of their classes on Web Advisor.

LEAVE OF ABSENCE - MEDICAL

A Medical Leave of Absence is granted to students who cannot continue enrollment due to physical or mental health problems. A Medical leave remains in force for one calendar year. If the student does not return within that time frame, s/he must re-apply to the University. [Please](#) refer to the Medical Leave of Absence Policy at www.jefferson.edu/handbook.

SEXUAL MISCONDUCT & TITLE IX

For information on the Title IX policy at Thomas Jefferson University, please refer to: www.jefferson.edu/titleix.

JEFFERSON COLLEGE OF REHABILITATION SCIENCES POLICIES

For policies specific to the College of Rehabilitation Sciences, please refer to the JCRS College Handbook. <Link>

MASTER OF SCIENCE IN ATHLETIC TRAINING POLICIES

ATTENDANCE POLICY

Active participation in the academic and clinical experiences indicates the student's understanding and mastery of professional responsibilities. When it is necessary for students to be absent from required program activities (academic or clinical), students must approach such absences with the same standard of professional responsibility required of practicing healthcare providers; professional responsibility extends to one's client's/patients and members of one's healthcare team. Extracurricular activities should not interfere with didactic or clinical obligations. If there are obligations they should be discussed with the Coordinator of Clinical Education (CEC) four weeks before any conflict. Students at all times should prioritize attending didactic and clinical rotations.

Attendance in classes, lectures, laboratory and hands on experience is expected. If a student is unable to attend, they must communicate with the course instructor regarding the ability to obtain or make up missed material and experiences. Not all experiences are able to be made up. Please see course syllabi for course specific requirements.

Absence from clinical experience without expressed permission from both the preceptor and CEC need to be made-up and is at the discretion of the CEC for timing and location.

The student will carry a grade of incomplete and will be required to meet minimum hour expectations within a defined time frame. For extended absences that the student is not able to make-up, the entire rotation may need to be repeated. All absences will be tracked by the CEC and reported to the Program Director as necessary. Student health is important, but every effort should be made to reduce absences whenever possible. Physician appointments, physical therapy, dental appointments or any other scheduled appointment should be scheduled in the least disruptive way possible.

PROFESSIONAL BEHAVIOR

The MSAT Program strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society. This environment is made possible only through full participation of all members of the University community. A key expectation of this community of scholars, educators, practitioners and students is the adherence to the highest standards of professional and ethical behavior. Academic performance is one indicator of success for TJU students. Students are also expected to demonstrate professional behavior, to accept responsibility for their actions, and to expect the same from their peers. The University expects students to perform their work honestly, pay debts promptly, comply with public laws and respect the property of the University, the community and fellow students.

All individuals and organizations affiliated with the University or using the name of the University are expected follow a code of behavior consonant with the high standards of professional behavior and the reputation of the University. Professional behavior is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, research or laboratory activities. Students are expected to know and comply with the specified rules for each of their academic and clinical experiences. Students are evaluated on professional behavior in addition to academic performance. Failure to meet the standards for professional behavior may result disciplinary action, up to and including dismissal from the program. The specific responsibilities of students are outlined in this manual and throughout college and university policies. The University Community Standards can be found at <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/code-of-conduct.html>. Please note that program or course policies on professional behavior may be more specific than the University policy.

CELL PHONE AND OTHER ELECTRONIC USE POLICY

The use of cell phones and other devices are strictly prohibited during lectures, labs, and exams. Laptop computers and tablets are welcome in class as *long as the student using the technology for class-related work*. Surfing the web, checking email, posting in social media, using instant messaging applications, or anything of that nature is strictly prohibited. Violation of this policy will result in removal of the student from the class and count as an “unexcused absence” - see course syllabi for attendance for policy).

MSAT PROGRAM CURRICULUM

MSAT Class Sequence	
Year 1	<p>Fall 1 (8 weeks: Aug-Oct) ATP 601 Current Concepts in Emergency Care for Athletic Training (1 credit) ATP 602: Scientific Inquiry and Writing (1 credit) ATP 605 Fundamentals of Athletic Training (4 credits) ATP 610 Basics of Rehabilitation (3 credits) HSCI 610 Emergency Medical Technician (3 credits) ATP 615 Functional Human Anatomy (3 credits)</p>
	<p>Spring 1(8 weeks: Jan- March) ATP 625 Prevention, Evaluation and Treatment of Athletic Injuries I (Upper Extremity) (4 credits) ATP 630 Therapeutic Modalities (3 credits) ATP 635 Human Physiology (3 credits) ATP 645 Motor Control and Human Movement (3 credits)</p>
	<p>Fall 2 (8 weeks: Oct- Dec) ATP 620 Practicum in Athletic Training I (3 credits) *Immersive Clinical</p>
	<p>Spring 2 (8 weeks: March- May) ATP 640 Practicum in Athletic Training II (3 credits) *Immersive Clinical</p>
	<p>Total Fall Credits= 18</p>
	<p>Total Spring Credits= 16</p>
Summer	<p>Summer 1 or Summer 2 (6 weeks: May- June OR June- Aug) ATP 660 Specialty Practicum in Athletic Training (2 credits)*Immersive Clinical</p>
	<p>Summer (12 weeks: May- Aug) ATP 691- Research/Collaborative Project (1 credit) (Asynchronous online course)</p>
	<p>Total Summer Credits (3)</p>
Year 2	<p>Fall 1 (8 weeks: Aug-Oct) ATP 661 Practicum in Athletic Training III (3 credit) *Immersive Clinical</p>
	<p>Spring 2 (8 weeks: March- May) ATP 662 Practicum in Athletic Training IV (3 credit) *Immersive Clinical</p>
	<p>Fall 2 (8 weeks: Oct- Dec) ATP 665 Prevention, Evaluation and Treatment of Athletic Injuries II (Lower Extremity) (4 credits) ATP 675 Strength and Conditioning (3 credit) ATP 685 Organization and Administration in Athletic Training (2 credits) ATP 690 General Medical Condition and Pharmacology in Athletic Training (3 credit)</p>
	<p>Spring 2 (March- May 2021) ATP 670 Prevention, Evaluation and Treatment of Athletic Injuries III (Spine and advanced techniques) (4 credits) ATP 695 Psychological Aspects of Injury and Rehabilitation (3 credit) ATP 696 Special Topics in Athletic Training (2 credits) ATP 692 Research/Collaborative Project II (1 credit)</p>
	<p>Total Fall Credits= 15</p>
	<p>Total Spring Credits= 13</p>
<p>GRADUATION MAY Total Program Credits= 65</p>	

ACADEMIC POLICIES AND STANDARDS

GRADUATION APPLICATION PROCEDURES

Students nearing graduation must review graduation requirements with their advisor at the end of the Fall Year 2, before they plan to graduate. Students must apply online for graduation and follow all directions provided by the University. **Please pay special attention to the deadlines.**

GRADUATION REQUIREMENTS

To graduate, students must fulfill the credit-hour requirements and complete the required courses for their specific graduate program. To be certified for graduation, a candidate must have:

- A minimum 3.0 cumulative grade point
- Earn a grade of B- or better in all required coursework. One standing grade of C+ is allowable.
- Successful completion of the Comprehensive Exam

ACADEMIC PROGRESSION

Students are expected to earn a B- or better in all courses and maintain a semester and cumulative GPA of 3.0 to remain in good academic standing within the program.

ACADEMIC PROBATION

Students' academic records are reviewed at the end of each semester, including summer, to evaluate academic standing and satisfactory progress toward degree requirements. The program director or coordinator of clinical education will notify the student when problems in academic performance may jeopardize a student's good standing. Official notification of probation or dismissal will be in writing and sent directly to the student by the program director. Performance criteria resulting in probation or dismissal are listed below.

PROBATION AND DISMISSAL

PROBATION

A student will be placed on probation if:

- Their semester GPA falls below 3.0.
- Their cumulative grade point average (CGPA) falls below a 3.0
- A student earns a grade below "B-" , but above a D-in any course
 - Please note: A student may receive one grade of C+ without being required to repeat the course or being placed on academic probation for grade in a course
 - If a student earns a second grade of C+ or any initial grade below C+, but above D-, the student will be placed on academic probation and must repeat the course. Students will be not be permitted to continue to make progression in the program until the course can be repeated.
- Unprofessional behavior and/or conduct

Probation Related to GPA: Students who receive the minimum passing grade in their coursework but are placed on academic probation due to a semester or cumulative GPA below 3.0 must achieve a cumulative and semester GPA of 3.0 or above in the subsequent semester to return to good academic standing. If the student does not take a full course load (9 credits) in the subsequent semester, the probationary period may be extended beyond one semester.

At the end of the probation period:

The student achieves the minimum cumulative/semester grade point average and is reinstated in good standing,

OR

The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the program for academic underachievement.

In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Program Director may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below 3.00, the student is dismissed for academic underachievement.

Probation Related to Grade in Course: Students who are placed in academic probation due to a grade received in a course will remain on academic probation until the course can be repeated and the student earns a B- or better in the repeated course. Students must also meet minimum 3.0 cumulative and semester GPA requirements at the end of the semester in which the course is repeated.

REPEATING COURSES:

Students are eligible to repeat one course (didactic or clinical) throughout their MSAT curriculum and the course must be repeated the next academic term in which the course is offered. Upon completion of the MSAT Handbook 2020-2021 v1

repeated academic course or clinical experience, the subsequent grade earned will replace the initial grade in the calculation of cumulative GPA. If a student does not achieve a minimum of a B- in the repeated course, the student will be dismissed from the program. Please note that minimum semester and cumulative GPA requirements will also apply to probation and/or dismissal decisions.

DISMISSAL FROM THE PROGRAM

- Failure to meet GPA/course grade requirements at the end of a student's probationary period
- A grade below "B-", but above D- in more than two courses.
- A standing grade of "F" or "NC" in any course within the student's program of study.
- Failure to earn minimum B- or higher in a repeated course
- Failure to pass the Comprehensive Examination.
- Unprofessional behavior and/or conduct that violates the **University's Community Standards** (<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/code-of-conduct.html>) or other behavioral guidelines as communicated directly to the student by the program director.

READMISSIONS TO THE PROGRAM

Matriculated students who have withdrawn (administratively or self-initiated) or who have been dismissed from the MSAT program must follow the procedures below for readmission.

- Students who have not been enrolled in the MSAT program for greater than a 1 year period of time must re-apply for admission through the Office of Admissions.
- Students who wish to apply for readmission **within 1 year** of withdrawal or dismissal should contact the Program Director to petition for readmission. The readmission procedures for the MSAT program are detailed below:
 - Readmission requests must be submitted in writing to the Program Director. Refer to the Readmission Policy for timelines as detailed in the Department Policy and Procedure Manual.
 - Application for readmission should include:
 - A letter requesting consideration for readmission.
 - An outline of planned or completed activities since separation to support success upon potential readmission.
 - A minimum of two letters of recommendation.
 - The Program Director will review each student's request. This review may include review of the students' academic record, meetings with the students, and any additional information that will assist the Program Director in reaching an informed recommendation.
 - Students readmitted to the MSAT program may be required to repeat specified courses and/or demonstrate academic preparedness to progress to subsequent academic and clinical experiences. Readmission requirements are not limited to but may include: repeating courses; completing an independent study; completing a student initiated or self-directed clinical experience (as a volunteer); and/or passing a comprehensive practical exam. Recommendations will be made on a case by case basis in the best interest of achieving student learning and performance needs.
- Students will not be permitted to progress in didactic or clinical coursework until all readmission requirements are successfully completed. Coursework will be completed as per the University's academic calendar and the MSAT curricular sequence. The dates of the clinical experiences are subject to the availability of placements.
- Students are only eligible to apply for readmission once.

Please note: All readmitted students are subject to the academic and curricular requirements in place at the time of readmission. Additionally, start terms for the readmitted students will be determined by the program and based upon the students' plan of study. The students' program director will indicate any requirements that the student must meet upon readmission. The student will be held responsible for

meeting these criteria of academic performance identified during the readmission process, in addition to overall program, college, and university requirements for achieving good academic standing.

GRADING POLICIES

GRADING AND GRADING SCALE

Letter Grade	Numeric Value	Quality Points	Letter Grade	Numeric Value	Quality Points
A	93-100	4.0	C+	77-79.99	2.3
A-	90-92.99	3.7	C	73-76.99	2.0
B+	87-89.99	3.3	C-	70-72.99	1.7
B	83-86.99	3.0	D	60-69.99	1.0
B-	80-82.99	2.7	F	Below 60	0.0
			WF		0.0

COMPREHENSIVE EXAMINATION

At the end of the Spring Semester of the first year and towards the end of the second Spring Semester, students will be required to complete a comprehensive examination based on all previous course work. The Comprehensive Examination is comprised of 200-questions and students will have 2 hours to complete it. Students will have **ONLY TWO** attempts to pass each of the two comprehensive examinations. Students must obtain 80% or better to pass. Students must obtain at least 60% on the initial attempt to be permitted to retest. Students will also be required to undergo remediation (following the first attempt of each Examination) to be eligible to retest. The student must successfully pass the comprehensive examination to progress in the program (1st exam) or graduate (2nd exam). Students who do not pass the comprehensive examinations according to the standards above will be dismissed from the program.

COURSE EVALUATIONS

The program requires that all courses be evaluated by students at the end of each semester. A computer-scored standard form is used. The Master of Athletic Training program requires that students be offered the opportunity to submit in writing additional comments on the course and instructor(s). Course evaluations are conducted within the last two regularly scheduled meeting times for the class.

Course evaluations are used by instructors to improve both their own teaching skills and the design and implementation of their courses.

All course evaluations, including any written comments submitted by the class are collected (on-line) and delivered to the program coordinator for the Master of Science Athletic Training. Faculty receive evaluations only after final grades for the semester have been submitted.

STUDENT ADVISING

ACADEMIC ADVISORS

Students are assigned to a full time Athletic Training program faculty member for assistance and advice throughout their academic careers. Students who feel that a different advisor will improve the advising relationship may ask the program director for a change.

Faculty advisor responsibilities are to:

- Be available by appointment and during office hours.
- Provide professional and academic guidance.

- Advise students of available university counseling services and additional university resources, if needed.
- Meet with advisees at each registration period to approve course selections.
- Advise students regarding appeal and grievance processes.

ADDITIONAL COSTS ASSOCIATED WITH THE MSAT PROGRAM

In addition to the regular university fees (<https://www.jefferson.edu/tuition-and-financial-aid/tuition-information.html>), students must assume costs for equipment and supplies, field experience transportation, lab fees, drug testing, and criminal background checks, FBI and child abuse clearance. The expected costs are estimated as follows:

APPROXIMATE ADDITIONAL COST (Subject to Change):

Lap Top/Tablet Device (Microsoft compatible)	Dependent upon preference
Textbooks and Supplies	\$1500.00
Housing	Dependent upon location/roommates
Transportation	Dependent upon fuel cost/distance travelled
Food	Variable
Attire	Variable
Student Member of NATA in PA	\$85.00 for non-certified per year
BOC test and re-take	\$300.00 each
HPSO Student Supplemental Liability Insurance (if applicable)	\$38.00 per year for \$1,000,000 - \$3,000,000 Policy
Drug Testing/Background Checks/ Other Health Immunizations	Variable
BLS CPR & AED Professional Rescuer Recertification	Dependent on provider

PROGRAM COMMUNICATION

There is an ever-increasing reliance on electronic forms of communication (e.g. email, text) among faculty, staff and students at Jefferson University. In particular, e-mail, text messaging and Canvas have become an efficient, fast, and cost-effective method of communication that has many advantages over printed communication. Because of the importance of these types of communication, electronic communication is considered one of the official forms of communication at the University. The University ensures that students will have access to a university e-mail account, outlines the student's responsibilities in having such an account, and establishes expectations for electronic communication between faculty and MSAT students for educational purposes and between the University and students for university business purposes. Refer to Jefferson's East Fall campus website for details (<http://www.eastfalls.jefferson.edu/pr/EmailPolicy.html>)

COMMUNICATION WITH STUDENTS

Program faculty, staff, and preceptors determine how electronic communication will be used in their classes/clinical education and should specify electronic communication requirements and expectations in course syllabi and during clinical education assignments.

STUDENT USE OF AND RESPONSIBILITIES ASSOCIATED WITH UNIVERSITY E-MAIL

Students are expected to check their official e-mail accounts on a frequent, ongoing, and consistent basis in order to receive program, College and University communications in a timely manner. It is expected that students check their e-mail at least three times per day (morning, noon, and evening). It is the student's responsibility to report any problems with e-mail accounts to the helpdesk (<http://www.eastfalls.jefferson.edu/oir/TechnologyHelpDesk.html>)

CLINICAL EDUCATION

CLINICAL EDUCATION OVERVIEW

Clinical experiences are a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provide students the opportunity to gain valuable applied experience and make connections in the professional field. Students will apply athletic training clinical skills and proficiencies in real life situations under the supervision of a certified athletic trainer or physician. The skills developed by the students will address competencies listed under the following content areas: Risk Management and Injury Prevention, Assessment and Evaluation, Acute Care of Injury and Illness, Pharmacology, Therapeutic Modalities, Therapeutic Exercise, General Medical Conditions and Disabilities, Nutritional Aspects of Injury and Illness, Psychosocial Intervention and Referral, and Health Care Administration. Clinical experiences are arranged by the Director of Clinical Education for the MS AT program. Supervision is inherent in the clinical education model. Supervision means that your preceptor is immediately accessible at the venue where you are within auditory and visual range.

SATISFACTORY PROGRESS OF CLINICAL PERFORMANCE

Clinical performance is assessed via an ongoing process that occurs throughout each, and across all, clinical experiences. The assessment process includes a combination self-reflection and preceptor feedback related to core areas of athletic training practice. Students track their progress in each area identifying their role in decision making, feedback received from preceptors throughout the experience, plan for improvement, and self-assessment of their degree of progress towards achieving competence. Preceptors complete a mid-semester and final assessment of the student's progress. The minimum expectation is that students achieve a B- or better in each clinical experience. Students will also complete mid-semester and final assessments on their preceptors, the results of which, with will be shared with the preceptor.

PROFESSIONAL AND ETHICAL BEHAVIOR

Clinical education is an extension of the classroom and professional behavior is expected. Some behaviors, particularly those that compromise patient care, may necessitate immediate removal from the clinical experience. Unprofessional behavior in clinical education necessitates remediation and may impact the course grade or result in dismissal from the MSAT program. During clinical experiences, students will have access to patients' confidential personal and medical records. Students shall only access patient information as necessary for the purposes of direct patient care and/or when specifically directed to do so by their preceptor for the purposes of the clinical experience. Blatant violations of patient privacy and/or confidentiality will result in immediate removal from the clinical experience and disciplinary action up to and including dismissal from the AT program.

REGULATIONS FOR A CLINICAL SITE

1. Clinical education must follow a logical progression that allows for increasing amounts of clinically supervised responsibility, leading to autonomous practice upon graduation. The clinical education plan must reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical behaviors, including clinical decision-making.
2. Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical behaviors, including decision-making and professional behaviors required of the profession in order to develop proficiency as an athletic trainer
3. Clinical education must allow students opportunities to practice with different patient populations, care providers, and in various allied healthcare settings relative to the MSAT program's mission statement.
4. Clinical education assignments cannot discriminate based on sex, ethnicity, religious affiliation, or sexual orientation.
5. There must be opportunities for students to gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills, and

clinical behaviors, role delineation study and standards of practice delineated for a certified athletic trainer in the profession. Examples of clinical experiences must include but should not be limited to individual and team sports; sports requiring protective equipment (e.g. helmet and shoulder pads); patients of different sexes; non-sport patient populations (e.g. outpatient clinic, emergency room, primary care office; industrial, performing arts, military, etc.); a variety of conditions other than orthopedics (e.g. primary care, internal medicine, dermatology).

6. All clinical education sites must be evaluated by the MSAT program on an annual and planned basis, and the evaluations must serve as part of the program's comprehensive assessment plan
7. An athletic trainer certified by the BOC who currently possesses the appropriate state athletic training practice credential must supervise the majority of the student's clinical coursework. The remaining clinical coursework may be supervised by any appropriately state-credentialed medical or allied-health professional.
8. Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients.
9. All clinical education must be contained within individual courses that are completed over a minimum of two academic years. Clinical education may begin prior to or extend beyond the institution's academic calendar.
10. All clinical education experiences must be educational in nature and include the following: MSAT program must have a written policy that delineates a minimum/maximum for clinical hours; students must have a minimum of one day off in every seven-day period; students will not receive any monetary remuneration during this education experience, excluding scholarships.
11. Students will not replace actual athletic training staff or medical personnel.
12. The MSAT program must include provisions for supervised clinical education with a preceptor that will contain the following: regular communication between the program and the preceptor; the number of students assigned to a preceptor in each clinical setting must be in a ratio to ensure effective clinical learning and safe patient care; students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and/or patient/client
13. All sites must have a venue-specific written and accessible emergency action plan (EAP) and blood borne pathogen policy that are based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue). Students must have immediate access to these plans in an emergency

REGULATIONS OF CLINICAL EDUCATION HOURS

The following are regulations for Clinical Education assignments:

1. Clinical education hours that are not spent under the direct supervision of an assigned MAT program preceptor will not be counted and/or recorded as clinical education hours.
2. Clinical education hours that are not spent at an MSAT program-approved clinical site will not be counted and/or recorded as clinical education hours.
3. Time spent traveling to and from an assigned clinical site will not be counted and/or recorded as clinical education hours.
4. Clinical education hours that are not spent in a constructive and meaningful learning environment (e.g. direct patient care, preceptor instruction/evaluation) will not be counted and/or recorded as clinical education hours.
5. Total Clinical Education hours will depend on the experience. However, student will not be required to present to the clinical experience more than 6 consecutive days in a row.
 - o Any tardiness or absences from clinical experiences must be reported to the preceptor and clinical coordinator immediately - see Attendance Policy.
 - o Repeated and/or unexcused absences may result in probation or dismissal from the program - see Attendance Policy
 - o Absences during Practicums not permitted and time lost may need to made-up prior to the start of the next semester or prior to graduation (in the case of Practicum IV). Excessive absences may result in failure of the course.

6. The student will be required to record their clinical education time electronically within 72 hours of completing the assigned clinical education requirements. Hours obtained that are not recorded within the 72 hours' time frame will not count toward the minimum/maximum hour requirement. Random checks of online recording of hours may be conducted by the Clinical Education Coordinator to verify proper hour accumulations by the student. Electronic signature/verification from the preceptors will be required for each weekly submission of clinical education hours.

DRESS CODE DURING PRACTICUMS

<u>What is Acceptable</u>	<u>What is NOT Acceptable</u>
Clothes becoming of a healthcare provider	Leggings, yoga pants
Thomas Jefferson University logo or Clinical rotation logo shirt	Sweat suits
Khaki pants of any color without rips, tears or stains	Jeans
Khaki shorts may be worn but they MUST be no shorter than one inch above the knee	Dangling jewelry (should have no danger of catching or causing injury)
Wind-pants may be worn when weather is poor	Long fingernails (must be suitable for manual therapy)
Hair pulled back	Tank tops
Comfortable shoes that you can run in	Open-toed shoes
Hats and visors may be worn during outdoor activities but are not to be worn indoors	Tongue and lip jewelry (may interfere with emergency care procedures)
Watch with a second hand	Fake fingernails (associated with disease transmission)

COMMUNICABLE, INFECTION CONTROL, BLOOD BORNE PATHOGEN & OSHA POLICY

The purpose of this policy is to promote a safe health care environment for faculty, students, and the patients with whom we come in contact. The policy was developed from information set forth from the Center for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA).

The MSAT program will comply with all federal and state laws applicable to students and employees with communicable diseases. Strict confidentiality will be maintained regarding individuals infected with a communicable disease. Discrimination against or harassment of the student and/or employee with a communicable disease is prohibited.

All athletic training faculty and athletic training students will participate in annual OSHA and Blood Borne Pathogen Training. Record of attendance will be maintained in the Program Director's office. It is expected that the Universal Precautions established by the CDC will be followed always.

If an athletic training student believes they have been exposed to, or are sick and suspects the disease may be communicable, they are to contact their preceptor immediately. The person may not engage in patient care and will be removed from the clinical site and will be seen by a physician. All physician examinations, diagnostic tests, and treatments will be at the individual's expense. They will be excused from the site until the physician deems the person is no longer contagious. If the medical evidence supports, with reasonable certainty, that a particular disease is not communicable by the contact normally found in the workplace or classroom, or through airborne transmission, those areas will not be considered to be hazardous as a result of the presence of student or employee who is infected. Each case will be decided individually based upon the medical evidence and the University guidelines.

Specific details regarding blood borne pathogens, exposure control, and the CDC's guidelines are available at each clinical site.

Athletic training students are expected to meet all the clinical experience requirements for the ATP. If a communicable disease prevents the student from participating in a significant portion of a clinical rotation, the student may be required to participate in an additional clinical experience, which may delay the student's graduation. Every effort will be made by the ATP to accommodate the individual if the health and safety of all parties involved is maintained.

All Athletic Training students will have on file either a record of vaccinations (including Hepatitis B Vaccinations) or a signed vaccine declination form. Vaccinations are available through Thomas Jefferson University's East Falls' campus Student Health Center.

The complete version of the CDC guidelines can be found online at www.cdc.gov/ncidod/hip/GUIDE/infectcont98.html.

DRUG SCREENING, CRIMINAL BACKGROUND AND CHILD ABUSE CHECKS

Drug screening, criminal background and child abuse checks may be required by some clinical sites and are at the student's own expense. Specific procedures are dictated by the clinical site. A positive drug screen and a history of a criminal background or child abuse may disqualify students from participating in clinical experiences, which are required for successful completion of the degree program.

HIPAA, FERPA & CONFIDENTIALITY POLICY

Students are required to comply with HIPAA, FERPA and all confidentiality regulations. Students are trained annually and are required to comply with all regulations both in didactic coursework and on their clinical rotations.

POLICY REGARDING CONFIDENTIAL INFORMATION

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Commented [NV2]: Is this true

Commented [NV3]: Where and how is this monitored? Program personnel should not have these recordd.

The student will use confidential information only as needed to perform the duties as a student in the Master of Athletic Training program. This means, among other things, that the MSAT student will:

- Only access confidential information for which the student has a need to know.
- Respect the confidentiality of any verbal communication or reports printed from any information system containing patient's/client's information and handle, store and dispose of these reports appropriately at the University and associated clinical agency.
- Not remove any material relative to patient's/client's confidential information from a clinical setting.
- Not in any way divulge, copy, release, loan, alter, or destroy any confidential information except as properly authorized within the scope of all professional activities.
- Carefully protect all confidential information.
- Only discuss clients with those involved in the client's care in private areas so that the patient/client, their families, or other persons do not overhear conversations concerning patient/client care or could view client/patient records.
- Comply with all policies and procedures and other rules of the University and associated agencies relating to confidentiality of information and access codes.
- Understand that the information accessed through all clinical information systems agencies contains sensitive and confidential patient/client care, business, financial and hospital employee information that should only be disclosed to those authorized to receive it.
- Not knowingly include or cause to be included in any record or report of false, inaccurate or misleading entry.

SOCIAL RELATIONSHIP POLICY

The field of athletic training is a health care profession which involves caring, concern, discipline, and self-awareness. The MSAT student should be aware of the potential problems with social relationships that may exist with an athlete/patient/client or fellow MSAT student.

An amorous or social relationship between an MSAT student and an athlete/patient/client or fellow MSAT student may impair or undermine the ongoing trust needed for provision of effective athletic training knowledge, skills, and behaviors. Clinically, because of the MSAT student's role and influence over the athlete/patient/client, inherently conflicting interests and perceptions of unfair advantage can arise when an MSAT student assumes or maintains medical responsibility for an athlete/patient/client. Furthermore, in the event that there is a personal relationship between one MSAT student and another, such a relationship can interfere with the ability of those students to provide quality patient care as well as act professionally as a representative of the MSAT program. Therefore, it is the policy of the TJU MSAT program that each MSAT student who has medical responsibilities for athletes/patients/clients shall not engage in amorous or social relations with the athlete/patient/client, even if such relations are consensual. In addition, while students are not prohibited from being in a relationship with one another, MSAT students who are in a relationship will not be placed in a clinical education assignment together. If such amorous or social relationships predate the assumption of medical responsibility with an athlete/patient/client the MSAT student must immediately disclose the amorous or social relationship to the MSAT Program Director and/or Clinical Education Coordinator, who shall promptly arrange other clinical education assignment(s) for the MSAT student(s).

Violations of this policy must be reported to the Program Director of the Master of Athletic Training program director for review and recommendation of disciplinary action

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SPORTS WAGERING POLICY

Consistent with the TJU, NCAA rules and the National Athletic Trainers' Association Code of Ethics (4.3) members of the MSAT program will be prohibited from participating in gambling activities on amateur, intercollegiate or professional sports. Such prohibited activities include:

- 1) Providing information to individuals involved in organized gambling activities
- 2) Soliciting or accepting a bet on any intercollegiate or professional sports team or event
- 3) Participating in any wagering activities that involve risking money or any tangible items on the outcome of an athletic contest, event, tournament or season (i.e., NCAA basketball tournaments pools of any kind, Super Bowl bets, fantasy leagues that require an entry fee and provide winnings)

- 4) Participating in any gambling activities that involve intercollegiate or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling
- 5) Engaging in activities designed to influence the outcome of an intercollegiate athletics contest or affect the win-loss margin (i.e., "point shaving") of a contest.

Participation in these impermissible gambling activities is a serious violation of NCAA and TJU rules and can result in dismissal from the MSAT program.

NCAA Sports Wagering FAQs: <http://www.ncaa.org/sites/default/files/bbd-gambling.pdf>



Jefferson College of Rehabilitation Sciences
Master of Science in Athletic Training Program

Policies and Procedures Acknowledgement Form

I, _____ (Print Your Name) acknowledge that I have reviewed and fully agree to abide by the regulations established by Thomas Jefferson University's Master of Science Athletic Training 2020-2021 Policies and Procedures Handbook. I understand that these policies and procedures govern all aspects of the academic and clinical components of the MSAT program. Since the information, policies, and procedures described herein are subject to change at any time, I acknowledge that revisions to the handbook may occur at will. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. I understand that failure to abide by these written policies and procedures may result in my dismissal, probation or suspension from the Thomas Jefferson University's MSAT program. Further, I realize that students may be removed from the program for academic and/or professionalism violations. I acknowledge that I have also been made aware that it is my responsibility to understand and abide by policies outlined in the Jefferson College of Rehabilitation Sciences Student Handbook and the Thomas Jefferson University Student Handbook.

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Printed Student Name

Date

Student Signature