

College of Rehabilitation
Sciences Master of Science in
Athletic Training Student
Handbook 2021-2022

Notice of Equal Opportunity

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic. The consideration of factors unrelated to a person's ability, qualifications and performance is inconsistent with this policy. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean, the Title IX Coordinator, or Human Resources - Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws.

Purpose of Handbook

This Student Handbook serves to share with you certain resources, policies, and procedures that may be useful to you during your graduate studies in the Master of Science in Athletic Training program in the Jefferson College of Rehabilitation Sciences. While we have attempted to provide you with a comprehensive 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 (JCRC). Important University wide policies, including the Community Standards and Student Sexual Misconduct Policy are found on the Thomas Jefferson University Center Student Handbook website at www.jefferson.edu/handbook. Students are also directed to the policies and procedures contained in the JCRC Student Handbook, which can be found at <https://www.jefferson.edu/academics/colleges-schools-institutes/rehabilitation-sciences/student-resources.html>.

If you should have any questions throughout your academic career here, we encourage you to reach out to your program director, advisor, or department chair.

Disclaimer Statement

The Master of Science in Athletic Training Program of the Department of Exercise Science reserves the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between or among the College, its students or its employees or agents.

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Welcome to the Department and Program

Message from the Chair

The Department of Exercise Science is home to the graduate Athletic Training Program and the undergraduate Exercise Science Program. The department is located on the East Falls campus in the state-of-the-art Ronson Health and Applied Science Center. The department's goals are to provide students with the knowledge and skills necessary to provide evidence-based care to patients and clients, to be leaders in their respective professions, and to live by Jefferson's established values of:

1. Put People First
2. Be Bold and Think Differently, and
3. Do the Right Thing

Please feel free to look through the department website to see everything we have to offer at Jefferson. If you have any questions don't hesitate to reach out to me directly. Thanks for your interest in the Department of Exercise Science at Thomas Jefferson University.

Stephen J. Thomas, PhD, ATC

Associate Professor and Chair

Department of Exercise Science

Stephen.Thomas@jefferson.edu

Message from the Program Director

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. In addition to a variety of course work in prevention, emergency care, orthopedic and general medical assessment and treatment of injuries and illnesses as well as health care administration, our program offers up to 40 weeks of immersive, hands on, clinical experience working alongside athletic trainers and health professionals in a variety of settings.

We are excited to have you join our program and profession. If you have any questions or concerns, please don't hesitate to contact me.

Kelly D. Pagnotta, PhD, LAT, ATC

Associate Professor and Program Director

Master of Science in Athletic Training Program

Kelly.Pagnotta@jefferson.edu

Athletic Training Program Mission

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.

Educational Philosophy & Curriculum Design

Program Goals and Student Learning Outcomes

Program Goals	Student Learning Outcomes
	<i>At the completion of the program, the students will be able to</i>
<p>1. Participate as a part of a healthcare team by collaborating with colleagues through a complex medical system.</p>	<p>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.</p>
<p>2. Use physiological, anatomical and evidence-based knowledge in the clinical settings.</p>	<p>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.</p>

	<p>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.</p> <p>2h. Demonstrate understanding of advanced human anatomy and physiology as it relates to human development, exercise, nutrition, performance and injury.</p> <p>2i. Utilize knowledge of advanced anatomy and physiology to diagnose and treat clients/patients with medical/musculoskeletal conditions.</p> <p>2j. Utilize the appropriate tests and measures to evaluate a clients' vital and anthropometry data</p>
<p>3. Behave in a manner consistent with the code of conduct and standards of professional practice set forth by the Athletic Training governing bodies.</p>	<p>3a. Apply ethical reasoning to inform clinical decisions (professional relationship, respect for diversity, ethical practice, professional integrity etc.</p> <p>3b. Recognize cultural and social diversity and apply cultural sensitivity in interactions with peers and clients.</p> <p>3c. Demonstrate compliance with the laws and regulations governing the practice of athletic training</p> <p>3d. Demonstrate professionalism in the attitudes, behaviors and responsibilities associated with being an athletic trainer</p>
<p>4. Locate, evaluate and apply evidence-based resources to build knowledge and support athletic training practice.</p>	<p>4a. Develop and conduct a research project.</p> <p>4b. Submit research findings for publication (peer-reviewed journal, poster, etc.) or present at a regional or national conference.</p> <p>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.</p> <p>4d. Utilize knowledge of research methodology and statistical principles to guide clinical practice</p>
<p>5. Demonstrate administrative duties affiliated with the athletic training profession</p>	<p>5a. Develop policies and procedures, emergency action plans, standard operating procedures and guidelines for the athletic training facility.</p> <p>5b. Identify the components of budgeting, medical documentation and insurance when working in a healthcare facility.</p> <p>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.</p>

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

Certification/Licensure Eligibility

Because Jefferson's MSAT program is accredited by the Commission on Accreditation of Athletic Training Education, students are eligible to sit for the Board of Certification (BOC) exam during their last semester in the program. Once this national exam is passed, it allows students to apply for licensure in the state they chose to practice in. "Currently, 49 states and the District of Columbia regulate the practice of athletic training. Individuals must be legally recognized by the appropriate state regulatory agency prior to practicing athletic training. The BOC exam is recognized by

all Athletic Trainer state regulatory agencies to meet their exam requirement. Compliance with state regulatory requirements is mandatory and the only avenue to legal athletic training practice.”- Board of Certification <https://bocatc.org/state-regulation/state-regulation>.

For more information on the Board of Certification, candidate criteria and exam procedures, please see www.bocatc.org

Curriculum

MSAT Class Sequence		
Year 1	<p style="text-align: center;">Fall 1 (8 weeks: Aug-Oct)</p> <p>ATP 600 Emergency Care (5 credit) ATP 602: Scientific Inquiry and Writing (1 credit) ATP 605 Fundamentals of Athletic Training (4 credits) ATP 610 Basics of Rehabilitation (3 credits) ATP 615 Functional Human Anatomy (3 credits)</p>	<p style="text-align: center;">Spring 1(8 weeks: Jan- March)</p> <p>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 style="text-align: center;">Fall 2 (8 weeks: Oct- Dec)</p> <p>ATP 620 Practicum in Athletic Training I (3 credits) *Immersive Clinical</p>	<p style="text-align: center;">Spring 2 (8 weeks: March- May)</p> <p>ATP 640 Practicum in Athletic Training II (3 credits) *Immersive Clinical</p>
	Total Fall Credits= 18	Total Spring Credits= 16
Summer	<p>Summer 1 or Summer 2 (6 weeks: May- June OR June- Aug)</p> <p>ATP 660 Specialty Practicum in Athletic Training (2 credits)*Immersive Clinical</p>	
	<p>Summer (12 weeks: May- Aug)</p> <p>ATP 691- Research/Collaborative Project (1 credit) (Asynchronous online course)</p>	
	Total Summer Credits (3)	
Year 2	<p style="text-align: center;">Fall 1 (8 weeks: Aug-Oct)</p> <p>ATP 661 Practicum in Athletic Training III (3 credit) *Immersive Clinical</p>	<p style="text-align: center;">Spring 1 (8 weeks: Jan- March)</p> <p>ATP 662 Practicum in Athletic Training IV (3 credit) *Immersive Clinical</p>
	<p style="text-align: center;">Fall 2 (8 weeks: Oct- Dec)</p> <p>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 style="text-align: center;">Spring 2 (March- May)</p> <p>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>
	Total Fall Credits= 15	Total Spring Credits= 13

	GRADUATION MAY Total Program Credits= 65
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This is a lock-step curriculum. Students must successfully complete the prior semester's course work in order to progress through the curriculum.

Clinical Practices and Policies

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 MSAT program. Supervision is inherent in the clinical education model. Supervision means that your preceptor is immediately accessible at the venue where you are and is 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 of 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. Students are expected to achieve a minimum grade of 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.

Pre-requisite paperwork requirements

Drug Screening, Criminal Background and Child Abuse Checks

Drug screening, criminal background, child abuse checks, or additional clearances/certifications may be required by some clinical sites. These must be completed in accordance with the site's deadlines. Students are responsible for the costs associated with all clearances

Clinical practica sites that require a criminal background check, child abuse clearance and/or fingerprinting may deny a student's participation in the clinical experience because of a felony or misdemeanor conviction or a record of child

abuse. Clinical practica sites may also deny participation in clinical experiences for other reasons, such as failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in the delay of graduation or the ineligibility to graduate from the program.

Regardless of whether or not a student graduates from Jefferson, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

Student Placement & Site Selection

The Clinical Education Coordinator is responsible for assigning clinical rotations. Rotations are assigned based on the students' strengths and areas for improvement, progression towards all accreditation requirements, and preceptor and site strengths. The Clinical Education Coordinator will meet with each student prior to assignment of rotation to assess student goals and develop a clinical rotation site plan. Sites and locations are subject to availability and are not guaranteed.

Travel, Transportation & Housing

Students are responsible for any and all costs associated with travel, transportation and housing for their assigned clinical rotation. Accommodations for local site placements or placements with access to public transportation will be considered by the clinical education coordinator but not guaranteed. Students will need reliable transportation to and from clinical rotations.

Academic Performance Requirements for Clinical Rotations

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 immediate correction 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 protected health information. 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, race, ethnicity, disability, religious affiliation, sexual orientation, gender identity or gender expression.
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, students will not be required to present to the clinical experience more than 6 consecutive days in a row.
 - Any tardiness or absences from clinical experiences must be reported to the preceptor and clinical coordinator immediately - see Attendance Policy.
 - Repeated and/or unexcused absences may result in probation or dismissal from the program - see Attendance Policy
 - Time lost at practicums may need to be 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. Students are expected to record clinical education hours on a weekly basis, with electronic signature/verification from the preceptors weekly. All hours for the entire clinical experience must be recorded and approved within 72 hours of the completion of the assigned clinical. Random checks of online recording of hours may be conducted by the Clinical Education Coordinator to verify proper hours accumulation by the student.

Dress Code During Clinical Rotations

<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 Diseases, 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 completion will be maintained on Canvas. 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 an appropriate medical provider. All provider examinations, diagnostic tests, and treatments will be at the individual's expense. They will be excused from the site until the provider 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 a 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, through Student Health Services either a record of vaccinations (including Hepatitis B Vaccinations) or a signed vaccine declination form. Students are responsible for uploading all vaccination and other health records directly to Exxat for review and approval by Student Health Services. 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.

The University's occupational exposure and blood-borne pathogen's policy can be found online at <https://www.jefferson.edu/life-at-jefferson/handbooks/health-safety/occupational-exposure-blood-body-fluids.html>

The University's Covid-19 information, including exposure plan, quarantine information and other updates can be found online at <https://www.jefferson.edu/coronavirus.html#updates>

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

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 associated clinical site.
- 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. In furtherance of these responsibilities, MSAT students should not engage in social relationships with those under their care.

An amorous or social relationship between an MSAT student and an athlete/patient/client may impair or undermine the ongoing trust needed for provision of effective athletic training knowledge, skills, and behaviors and is therefore prohibited. Conflicting interests and perceptions of unfair influence can arise when an MSAT student assumes or maintains medical responsibility for an athlete/patient/client who is also a friend and/or romantic partner. TJU MSAT program prohibits MSAT students, who have medical responsibilities, from pursuing or engaging in social and/or sexual relationships with athlete/patient/client, even if such relations are consensual.

Additionally, MSAT students who are in a relationship with other MSAT students will not be placed at a clinical education assignment together and are required to disclose the relationship to the Program Director as soon as possible.

Any MSAT student who has questions about this policy, needs to disclose a relationship, or would like to report a violation should contact the Program Director.

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>

Academic Performance Requirements

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.

Comprehensive Examination

At the end of the Spring Semester of the first year, 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 the comprehensive examination. 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 the examination) to be eligible to retest. The student must successfully pass the comprehensive examination to progress in the program. Students who do not pass the comprehensive examinations according to the standards above will be dismissed from the program.

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:

- Earned a minimum 3.0 cumulative grade point average
- Earned a grade of B- or better in all required coursework. One standing grade of C+ is allowable.
- Successfully completed the Comprehensive Exam
- Completed all University graduation application procedures.
- Met all outstanding financial obligations to the University.

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 “C” range grade (C-, C, C+) in any course (didactic or clinical)
 - 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. A second earned grade of C+ will result in probation.
 -
 - Students placed on probation for grade in course will be required to repeat that course.
 - Students will be not be permitted to continue to make progression in the program until the course can be repeated. Students will remain on probation 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 on 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, or the student will be dismissed.

Course Repeat Policy

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 repeated academic course or clinical experience, the subsequent grade earned will replace the initial grade in the calculation of cumulative GPA; however, the original grade earned will remain on the student's transcript. If a student does not achieve a minimum of a B- in the repeated course, the student will be dismissed from the program. If after repeating a course, a student's GPA remains below the minimum required 3.0, the student may be considered for dismissal.

Dismissal From the Program

- Failure to meet GPA/course grade requirements at the end of a student's probationary period
- More than 2 earned grades in the C range (C-, C, or C+)
- Any grade earned below C-
 - Please note: If a student earns a grade below C- in a didactic course, and/or multiple C range grades in the first fall/spring semester of Year 1 in the program, the student will be prohibited from participating in the Immersive clinical experiences in Year 1 (ATP 620/ATP 640)
- 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.

Readmission Procedure

Matriculated students who have been dismissed from the MSAT program may petition for readmission within 1 year of dismissal directly to the Program Director. Students interested in applying for readmission should contact the Program Director for program-specific readmissions procedures.

Students who have not been enrolled within JCRS for greater than a 1-year period of time must re-apply for admission through the Office of Admissions.

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 on the student's plan of study; readmitted students cannot assume that they will start in the next immediate term after readmission has been granted.

The student's Program Director will indicate any requirements that the student must meet upon readmission. The student will be held responsible for fulfilling these special criteria of academic performance established with the program upon readmission, in addition to the overall program and College requirements for achieving good academic standing.

Additional Academic Policies

Time Restriction to Degree Completion

This is a full-time 2-year (5 semester) lock-step program and was designed to be delivered sequentially, where concepts and skills are introduced, expanded upon, and mastered across the program and where competencies are enhanced at different points across the curriculum. As such, students are expected to be enrolled continuously as fulltime students during the entirety of their time in the program, unless a leave of absence has been granted or a student is repeating a course. If a personal or medical leave of absence is required, the leave must be approved and must not exceed one calendar year. After one year, students must follow the readmissions procedures.

Students must complete the MSAT program within 4 years, beginning with the first semester they enroll in courses as a matriculated student and inclusive of any leaves of absence from the program.

Policy on transfer credits, challenge exams, credit by exam, course by appointment

Due to accreditation standards, transfer credits, challenge exams, credit by exam and course by appointment are not accepted.

Specific Requirements for the MSAT program

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

Departmental Regulations and Policies

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.

Attendance/Timeliness

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 that may impact clinical experiences 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. All absences will be tracked by the CEC and reported to the Program Director as necessary. 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.

For extended absences that the student is not able to make-up, the entire rotation may need to be repeated.

Rules of the Learning Environment

Students are expected to come to class prepared and ready to learn and engage with their peers and faculty. Students are expected to complete all readings or assignments prior to class in order to be ready to discuss and engage. During all classroom activities, including, but not limited to discussions, debates, and case studies, students are expected to demonstrate respect for all members of the classroom community. Patient-centered, inclusive language is expected to be used in all interactions.

Overall Dress Code

Students are reminded that they are studying to become a healthcare provider and should maintain appropriate dress and personal hygiene at all times. Clothing should be clean, free of rips/tears and free of any offensive or inappropriate language/graphics.

Lab Rules and Attire

Students are expected to come prepared to participate in all laboratory activities. In order to fully participate, students should come appropriately dressed for the day's activities. In general, lab attire is consistent with appropriate attire for clinical rotations, unless otherwise noted by the instructor. Students, however, may wear athletic clothing in lab including leggings, gym shorts, and tank tops.

<u>What is Acceptable</u>	<u>What is NOT Acceptable</u>
Hair pulled back	Jeans
Comfortable shoes that you can run in	Dangling jewelry (should have no danger of catching or causing injury)
Watch with a second hand	Long fingernails (must be suitable for manual therapy)
Leggings, yoga pants	Open-toed shoes
Sweat suits	Tongue and lip jewelry (may interfere with emergency care procedures)
Tank tops	Fake fingernails (associated with disease transmission)

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 efficient methods 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. Electronic communication requirements and expectations are described 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>)

Student Grievance

All members of the Thomas Jefferson University Community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure is intended to allow students this mode of expression. For academic grievances within the program, students should refer to the Student Grievance Procedure outlined in the JCRS Student Handbook. For grievances external to the academic program,

students should consult the Grievance Procedure outlined in the Rights and Responsibilities section of the TJU Student Handbook.

Testing Policies

All exams within the program will be administered via Canvas, unless otherwise noted by the instructor. Students will need their laptop or tablet in class that day to take the exam. Exams are cumulative in nature and may consist of multiple choice, multiple answer, true/false, short answer or essay style questions.

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 students are collected (on-line), are anonymous, 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.

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.

Professional Organizations

Students are expected to be student members of the National Athletic Trainers' Association using their primary school address. By becoming members, students are automatically also enrolled as members of the regional organization (Eastern Athletic Trainers' Association for addresses in the following states [District 1: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island; District 2: New York, New Jersey, Pennsylvania, Delaware]) and their respective state organization.

National Athletic Trainers' Association (NATA)

www.nata.org

The National Athletic Trainers' Association (NATA) is the professional membership association for certified athletic trainers and others who support the athletic training profession. Founded in 1950, the NATA has grown to more than 45,000 members worldwide today. The majority of certified athletic trainers choose to be members of NATA to support their profession and to receive a broad array of membership benefits. By joining forces as a group, NATA members can accomplish more for the athletic training profession than they can individually.

The mission of the National Athletic Trainers' Association is to represent, engage and foster the continued growth and development of the athletic training profession and athletic trainers as unique health care providers.

Eastern Athletic Trainers' Association (EATA)

www.goeata.org

The mission of the EATA is to promote and advance the Athletic Training profession through education, scholarship, research funding, and awards.

Pennsylvania Athletic Trainers' Society (PATS)

www.gopats.org

The mission of the Pennsylvania Athletic Trainers' Society is to: Empower Athletic Trainers to be leaders in transforming healthcare by advocating, educating and providing resources to deliver quality patient-centered healthcare.

Athletic Trainers' Society of New Jersey (ATSNJ)

www.atsnj.org

The Athletic Trainers' Society of New Jersey Inc. (ATSNJ) embodies common goals in order to advance, encourage, provide a means for achievement, and improve the athletic training profession in New Jersey. In addition, we focus on ensuring that the best possible health care is available to the physically active population.

Delaware Athletic Trainers' Association

www.delata.org

The purpose of the Delaware Athletic Trainers' Association is:

- To ensure the quality of healthcare for the physically active in the state of Delaware.
- To advance the profession of Athletic Training through education and research.
- To provide quality continuing education for the membership.
- To safeguard and advance the interest of its membership.
 - Presenting the profession's viewpoints, concerns, and other important information to the media, appropriate legislative, administrative, regulatory and private sector bodies.

- Develop a working relationship with appropriate government and private sector entities.

Honors and Awards

Program Awards

The program awards the following awards to graduating students:

Outstanding Academic Student Award

This award is presented to the graduating student with the highest academic GPA and performance in didactic coursework.

Outstanding Clinical Student Award

This award is presented to the graduating student with the strongest performance in the clinical setting. Preceptor nominations, evaluations and feedback to the Clinical Education Coordinator are used to determine the student selected for this award.

Resilience Award

This award is presented to the graduating student who had demonstrated the quality of resilience and perseverance throughout their time in the program. The program's faculty nominate and vote to determine the student selected for this award.

Scholarship Awards

As members of the National Athletic Trainers' Association, Eastern Athletic Trainers' Association and respective state organizations, students are eligible for scholarships offered by each of these organization. Students are reminded to read communications from these organizations regarding the scholarship opportunities and deadlines. Information regarding these opportunities will also be shared with students via Canvas by the faculty members.

Faculty and Staff List

Full Time Faculty

Dr. Kelly Pagnotta, PhD, LAT, ATC, PES, NREMT

Associate Professor and Program Director

Dr. Ricker Adkins, DAT, LAT, ATC

Assistant Professor and Clinical Education Coordinator

Dr. Erin Pletcher, PhD, LAT, ATC, CSCS

Assistant Professor

Adjunct Instructors

Mr. Mark "Chip" Cherwony, MEd, LAT, ATC

Mr. David Csillan, MS, LAT, ATC

Ms. Julie McNulty, MS, LAT, ATC

Ms. Jillian Seamon, MS, LAT, ATC, CSCS

Ms. Jennifer VanHee, M.Ed, LAT, ATC

Academic Calendar

https://www.jefferson.edu/university/academic-affairs/tju/academic-services/registrar/calendars/academic-calendars/2020-2021/JCRScalendar2021/JCRS_AT_2021.html

Acknowledgement

My signature below acknowledges receipt of the Thomas Jefferson University Master of Science in Athletic Training Handbook. I understand that I am responsible for reading and abiding by the materials contained within the Thomas Jefferson University Master of Science in Athletic Training Student Handbook, which contains important information needed during my student experiences at Thomas Jefferson University. Additionally, I understand that it is my responsibility to be familiar with and observe the policies and procedures of the Jefferson College of Rehabilitation Sciences and Thomas Jefferson University.

Printed Student Name

Date

Student Signature

Photo Release



Release for Use of Images and Statement for Students

Project Name: PARTICIPATION IN COLLEGE EDUCATIONAL, RESEARCH, AND SERVICE ACTIVITIES		Date
Project Coordinator JEFFERSON COLLEGE OF REHABILITATION SCIENCES	CS#	MC#

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