



SAINT LOUIS UNIVERSITY

ATHLETIC TRAINING

**Doisy College of Health Sciences
Athletic Training Program**

PROGRAM HANDBOOK

Approved August 2022

**Saint Louis University
Athletic Training Program
Program Handbook**

INTRODUCTION

Table of Contents

Saint Louis University Mission Statement.....	2
University Diversity and Inclusion Vision Statement	2
Doisy College of Health Science Vision and Mission Statement	3
Program Vision Statement.....	3
Program Mission Statement	3
Program Philosophy Statement	4
Program Goals	4
Program Learning Outcomes.....	4
Department of Physical Therapy and Athletic Training Strategic Plan.....	5
Athletic Training Core Competencies	6
Vision Statement of Undergraduate Education at Saint Louis University	8
Student Learning Outcomes (BSES and MAT).....	8
Program Accreditation	9
Program Organizational Chart	10

Mission of Saint Louis University

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

In support of its mission, the University:

- Encourages and supports innovative scholarship and effective teaching in all fields of the arts; the humanities; the natural, health and medical sciences; the social sciences; the law; business; aviation; and technology.
- Creates an academic environment that values and promotes free, active and original intellectual inquiry among its faculty and students.
- Fosters programs that link University resources to local, national and international communities in collaborative efforts to alleviate ignorance, poverty, injustice and hunger; extend compassionate care to the ill and needy; and maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community that facilitates their development as men and women for others.
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

University Diversity and Inclusion Vision Statement

Faithful to its values of promoting social justice and the dignity of all human beings, Saint Louis University is committed to fostering an inclusive environment that welcomes and celebrates all expressions of diversity and identity that advance the Jesuit mission of forming women and men for and with others. This commitment inspires and prepares students, faculty and staff to create communities unburdened by discrimination and oppression.

Doisy College of Health Sciences Vision & Mission Statement
(Adopted 03/2012)

Vision

Our vision is for Doisy College of Health Sciences to be one of the highest regarded colleges at the university, nationally and internationally.

Mission

Rooted in Jesuit ideals, the Doisy College of Health Sciences serves humanity through education, research and engagement.

Program Vision Statement

The Athletic Training Program will be recognized as a leading academic program for preparing exceptional athletic trainers, engaging in scholarship, and serving the community.

Program Mission Statement

The Saint Louis University Athletic Training Program is committed to the professional preparation of skilled, compassionate and confident entry-level athletic trainers who contribute to society as clinicians, professionals, and scholars. Through the formal didactic and clinical curriculum and informal student-faculty interactions, the Program will provide a learning environment which fosters the athletic training foundational behaviors, critical thinking and reflective judgment required to function interprofessionally in the rapidly changing health care environment. The Program will build on the Jesuit educational tradition of Saint Louis University to form health care professionals of “competence, conscience and compassionate commitment”. Saint Louis University Athletic Training Program faculty, staff, students and graduates will strive to promote optimal health and wellness and advocate for their respective communities.

Program Philosophy Statement

Athletic trainers are health care professionals who work to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitation, and disability. A liberal arts education is an essential and integral component of the professional preparation of an athletic trainer. The entry-level athletic trainer from Saint Louis University will recognize that each individual athlete is a unique composite of body, mind, and spirit.

Reflective of the dynamic nature of health care, the profession of athletic training is evolving. Accordingly, the entry-level athletic trainer should recognize the diversity of practice settings and roles and continue to respond to societal needs. In order to prepare students for evidence-

based practice in a variety of settings, clinical reasoning, critical thinking, and reflective judgment are modeled and embedded throughout the curriculum.

Saint Louis University-educated athletic trainers will have the scientific knowledge base and clinical skills necessary to meet entry-level competency expectations. Graduates will be prepared to collaborate interprofessionally in the delivery of patient-centered athletic health care services. Graduates are expected to demonstrate the highest ethical standards in practice, exhibit cultural sensitivity, participate in professional associations, and be active in advancing knowledge and providing service in their communities.

Program Goals

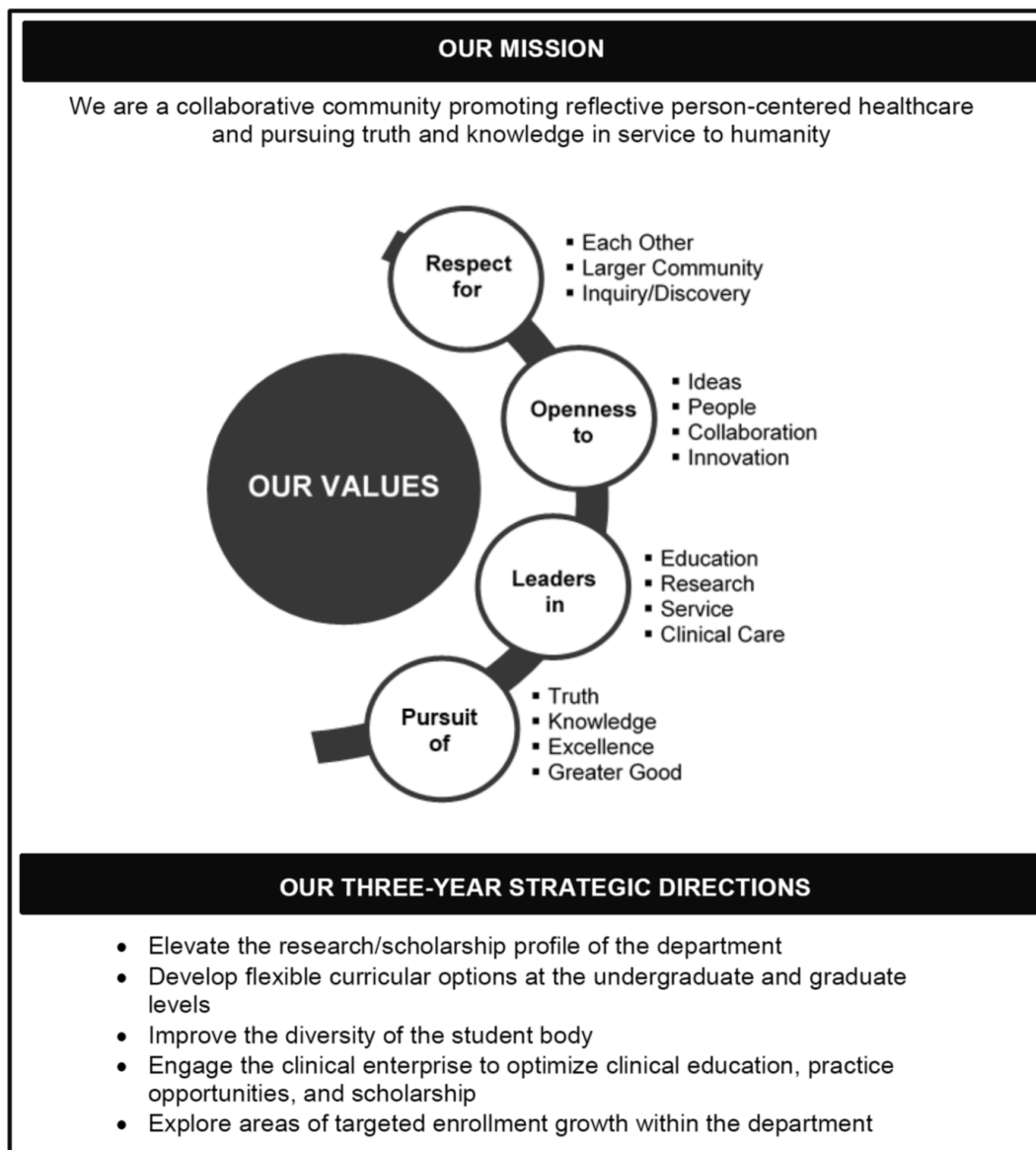
The Saint Louis University Athletic Training Program will:

1. Prepare certified athletic trainers who will be recognized as excellent entry-level professionals.
2. Promote, support, and participate in interprofessional education and practice.
3. Recruit and retain an optimal number of students who are capable of achieving excellence in academic performance, leadership, and service.
4. Recruit and retain a diverse faculty and staff that are committed to seeking excellence in teaching, scholarship, clinical practice, and service.
5. Promote and support excellence and innovation in academic and clinical teaching.
6. Promote an environment that encourages and supports faculty scholarship.
7. Promote and support clinical opportunities for faculty to enhance clinical skills, teaching, and scholarship.
8. Promote and support faculty and staff service to the University, community and profession, reflective of the mission of the University, College, and Program.
9. Promote and support the profession of athletic training in the region.

Program Learning Outcomes

1. Demonstrate respect for the diversity as it relates to the practice of athletic training.
2. Demonstrate effective communication strategies necessary for patient-centered care.
3. Demonstrate Interprofessional collaboration skills that advance holistic patient-centered care.
4. Employ evidence-based clinical reasoning in the practice of athletic training.
5. Demonstrate the ability to translate didactic athletic training concepts into effective clinical practice.

**Department of Physical Therapy and Athletic Training
Strategic Plan 2021-2024**



**Athletic Training Program Goals
Strategic Plan 2021-2024**

- Develop a positive, pro-active, participative program culture.
- Sustain a rigorous and comprehensive curriculum that prepares athletic trainers for contemporary and future practice.
- Increase scholarly productivity from the AT program faculty.
- Be recognized as experts in sports medicine.
- Develop innovative curricular opportunities
- Promote cultural fluency among program stakeholders.

Athletic Training Core Competencies

The professional program content will prepare the graduate to do the following:

Patient-Centered Care

- Advocate for the health needs of clients, patients, communities, and populations.
- Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.
- Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.
- Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.
- Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

Interprofessional Practice and Interprofessional Education

- Practice in collaboration with other health care and wellness professionals.

Evidence-Based Practice

- Provide athletic training services in a manner that uses evidence to inform practice.

Quality Improvement

- Use systems of quality assurance and quality improvement to enhance client/patient care.

Health Care Informatics

- Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:
 - Use data to drive informed decisions
 - Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
 - Maintain data privacy, protection, and data security
 - Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
 - Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Professionalism

- Practice in a manner that is congruent with the ethical standards of the profession.
- Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:
 - Requirements for physician direction and collaboration
 - Mandatory reporting obligations
 - Health Insurance Portability and Accountability Act (HIPAA)
 - Family Education Rights and Privacy Act (FERPA)
 - Universal Precautions/OSHA Bloodborne Pathogen Standards
 - Regulations pertaining to over-the-counter and prescription medications
- Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.
- Advocate for the profession.

Vision Statement of Undergraduate Education at Saint Louis University

As Saint Louis University faculty, our vision for the baccalaureate degree programs we offer is to provide an educational experience that helps actualize in each student a well-developed mind, a generous heart, and a reflective soul.

Student Learning Outcomes Bachelor of Science in Exercise Science (BSES)

In accordance with the mission and philosophy of Saint Louis University and the Athletic Training Program, graduates will:

1. Demonstrate commitment to life-long learning and professional development
2. Demonstrate value of interprofessional patient/client-centered practice in health and wellness through collaborative service to the community
3. Apply knowledge and skills to assess a person's fitness status and risk factors
4. Develop, implement, and evaluate exercise programs with consideration of personal factors including disease/disability
5. Educate persons about the importance of adopting and maintaining positive lifestyle behaviors

Student Learning Outcomes Master of Athletic Training (MAT)

In accordance with the mission and philosophy of Saint Louis University and the Athletic Training Program, graduates will:

1. Demonstrate effective communication and interprofessional collaboration necessary for patient-centered health care.
2. Develop and implement appropriate assessments to determine an individual's readiness to participate in activity.
3. Demonstrate competence in performing physical examinations, including history, screening exams, and appropriate tests and measures.
4. Employ evidence-based clinical reasoning in assessment, triage and intervention.
5. Provide safe, effective, and efficient interventions to maximize the individual's function.
6. Apply principles of professionalism, ethics, management, and administration in the context of the legal practice of athletic training.
7. Provide athletic training services in a manner that respects the diversity of people and ideas, is socially responsible, culturally sensitive, and consistent with the needs of the individual and other stakeholders.

Program Accreditation

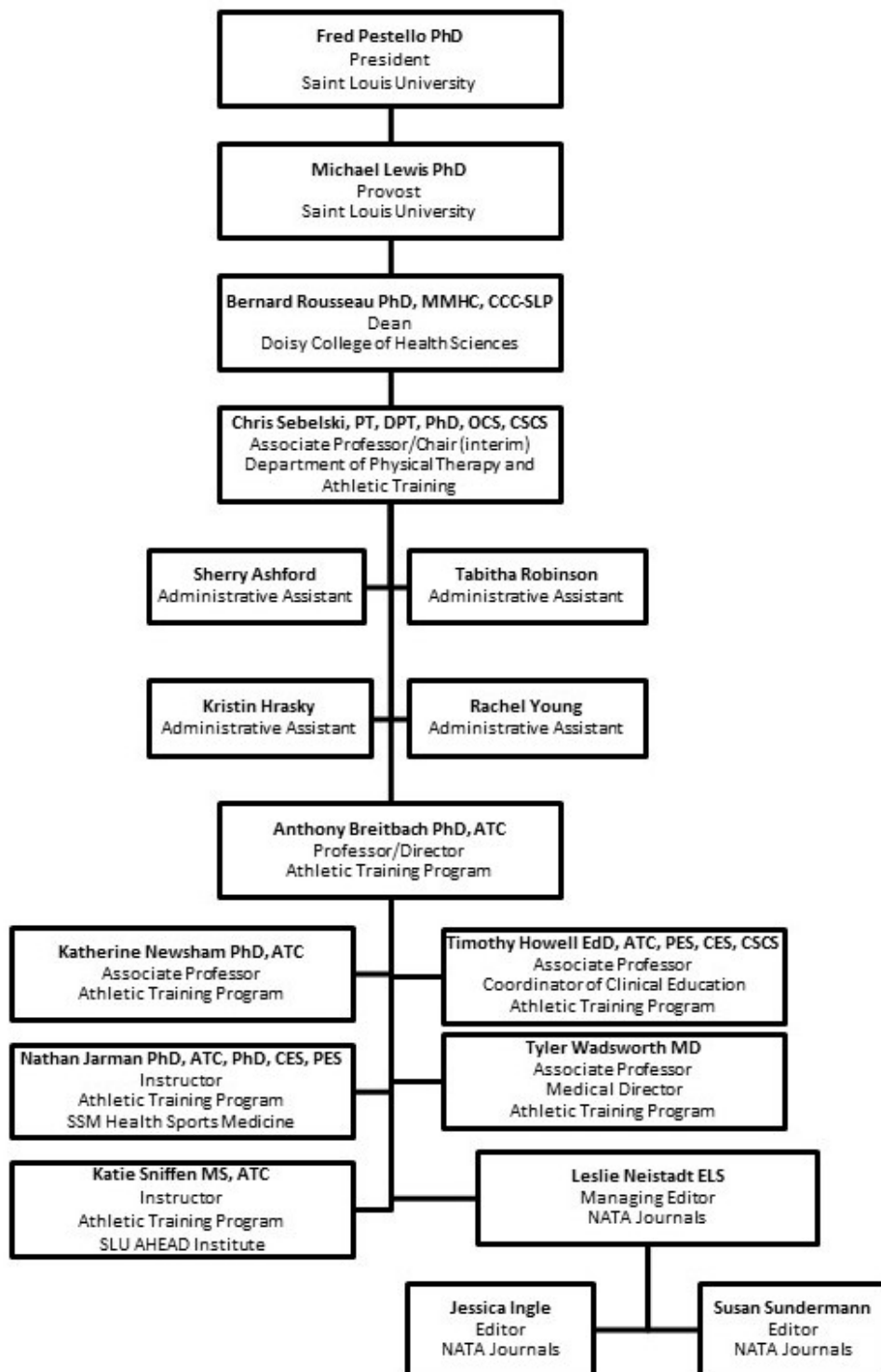
The SLU Athletic Training Program was initially accredited in April of 2010 by the Commission on Accreditation of Athletic Training Education (CAATE). This accreditation is a requirement for graduates to sit for the Board of Certification (BOC) examination. During the 2014-15 Academic Year the SLU AT Program was granted continuing accreditation through the 2024-25 Academic Year.

The CAATE is the agency responsible for the accreditation of 359 (as of July 2008) professional (entry-level) Athletic Training educational programs. The American Academy of Family Physicians (AAFP), The American Academy of Pediatrics (AAP), the American Orthopaedic Society for Sports Medicine (AOSSM), and the National Athletic Trainers' Association, Inc. (NATA), cooperate to sponsor the CAATE and to collaboratively develop the *Standards for Entry-Level Athletic Training Educational Programs*.

The Program Director is responsible to plan, schedule and coordinate the activities associated with continuing accreditation of the program in conjunction with the Department Chairperson and the Dean of the College. This includes planning and coordinating the self-study and site visit processes, paying the continuing accreditation fees in a timely fashion, notifying the CAATE of substantive changes in the program, and addressing issues of conditional or non-compliance within the program.

The Program Director is responsible in collaboration with the Department Chairperson and the Dean of the College for informing the University administration of problems, needs, and issues that may influence program compliance and are beyond the control of the Program and the College.

Organizational Chart
Athletic Training Program
Doisy College of Health Sciences
Saint Louis University
(effective August 2022)



**Saint Louis University
Athletic Training Program
Program Handbook**

ACADEMIC SECTION

Table of Contents

Program Curriculum and Course Descriptions	2
Plan of Study:	
• Primary Track.....	8
• Post-Baccalaureate Track	10
• Madrid Track and Pre-Professional Tracks	11
Curriculum Policies and Procedures	12
Pre-Professional Core Curriculum	16
Procedure for Waiving a Course in the Professional Phase of the Program.....	18
Athletic Training Program Grading Scale.....	18
Disability Accommodations.....	18
Academic Integrity	19
Student Success Center	19
University Writing Services	19
Student Advising and Registration Procedures	20
Policy and Procedures Concerning Academic Eligibility	21
Professional Behavior.....	26
Doisy College of Health Sciences Academic Grievance Policy	30

Program Curriculum

The purpose of the Graduate Professional Program in Athletic Training at Saint Louis University is to prepare athletic trainers who are general practitioners using evidence-based principles to provide patient-centered care. The student develops clinical reasoning, psychomotor, and communication skills. They also develop independent learning abilities in the cognitive, psychomotor, and affective domains. The program is designed as a professional curriculum that builds on a strong humanities, behavioral science, and natural science base. At Saint Louis University, most of the students in athletic training are admitted to the program as freshmen and can complete the program in five years including two summer sessions. After their third year, students enter the professional phase of the program. After their fourth year, students are awarded a Bachelor of Science in Exercise Science degree through the Edward and Margaret Doisy College of Health Sciences. Students who continue and successfully complete the Athletic Training Program are awarded the Master of Athletic Training degree after their fifth year.

Students complete their liberal arts and prerequisite courses in the first three years and the professional athletic training courses in the last two years. During their undergraduate years, students have the opportunity to develop individual interests and talents. They may complete the University's Honors program or a minor or major in academic areas such as psychology, foreign language, or philosophy. They **may** participate in student activities such as athletics, music and drama groups, student government, study abroad, and service projects.

Course Descriptions

MAT 1000: Athletic Trainers, Essential to Health Care (1)

This course introduces students to the athletic training profession and explores the specialties and opportunities for practice. The students participate in lectures and seminars by the athletic training faculty and practitioners across practice areas, including high school, collegiate professional, private and industrial settings. The historical foundations of athletic training and the evolution of the contemporary practice of athletic training are discussed.

Pre-Requisites: None

Offered: Spring semester only

MAT 2000: Athletic Training Student Development I (1)

This course is designed to move the student from thinking about the profession of athletic training to thinking about him/herself as a future professional and a successful athletic trainer. The concept of the Jesuit Mission is expanded to include consideration of the integration of Foundational Behaviors of Professional Practice in Athletic Training. Essentials of effective career development including communication skills, critical thinking, professional networking, and cultural competence are addressed.

Pre-Requisites: MAT 1000

Offered: Fall semester only

MAT 3000: Athletic Training Student Development II (2)

This course is designed to expand pre-professional athletic training students' professional knowledge and skills. The skills developed in this course include applying appropriate prophylactic taping and wrapping techniques, wound care management, application of universal precautions, splinting, and first-aid / CPR for the professional rescuer. Students will be expected to participate in 50 hours of directed observation experiences during the semester.

Pre-Requisites: MAT 2000

Offered: Spring semester only

MAT 3230: Exercise Physiology (3)

This course examines types of exercise, muscle physiology and training regimens to improve muscle strength, power and endurance. Cardiovascular and pulmonary responses to exercise and training regimens will be included. Concepts of obesity and its management also will be covered.

Cross-listed with DPT 3230

Pre-Requisites: Human Physiology and Chemistry (2 semesters),

Offered: Spring semester only

MAT 5125: Therapeutic Modalities (3)

This course covers the mechanical, physiological, and therapeutic aspects of thermal and non-thermal agents used as adjunctive interventions in the management of neuromusculoskeletal injuries. This course is concerned with the physical, biological, physiological and psychological rationale for utilizing electrical and mechanical agents. The course covers the theoretical and practical knowledge of specific modalities and the integration of these treatment procedures into an overall rehabilitation plan.

Cross-listed with DPT 4125

Pre-Requisites: Physics and Chemistry (2 semesters each), MAT 5010

Offered: Fall semester only

MAT 5010: Principles of Athletic Training (2)

This course establishes the role of the certified athletic trainer in the prevention, recognition and treatment of commonly encountered athletic injuries. Basic concepts of injury prevention, mechanisms of injury, injury evaluation, and acute injury management are covered. Laboratory sessions to demonstrate taping, CPR, and first aid are included.

Pre-Requisites: None

Offered: Summer semester only

MAT 5100: Kinesiology (3)

This course applies the foundational sciences of physics, human anatomy and human physiology in developing an understanding of the kinetics and kinematics of human movement in sport. After introducing biomechanical principles, a joint-by-joint approach is used to apply these principles to functional activities. Emphasis is placed on the functional motions of running, jumping, kicking, and throwing (overhand and underhand).

Prerequisites: Physics (2 semesters), ANAT 1000

Offered: Fall semester only

MAT 5133: Lab Studies and Imaging (2)

This course covers clinical testing, including clinical lab studies, EMG/NVC, radiological studies, MRI, vascular and general ultrasound.

Cross-listed with DPT 5133

Pre-Requisites:

Offered: Fall semester only

MAT 5160: Aspects of Nutrition (3)

This course examines energy, metabolism, energy costs, associated metabolic changes, gender influences on metabolism, resting metabolic rate, and the thermal effects of food.

These bioenergetics elements will be addressed specifically with regard to sport and the role of the athletic trainer in facilitating optimal athletic performance.

Pre-Requisites: MAT 3230 (or equivalent)

Offered: Spring semester only

MAT 5240: Musculoskeletal Assessment and Management I (4)

This course explores the pathokinematics of selected pathologies within upper and lower quarters of the human body, relevant examination techniques to assist in differential diagnosis, and subsequent intervention measures. Treatment procedures include emergency care, and the use of mobilization of bony and soft tissues, and other forms of active and passive exercise, both mechanical and non-mechanical, for a broad range of musculoskeletal conditions.

Pre-Requisites: ANAT 4000; MAT 5010

Offered: Fall semester only

MAT 5250: Musculoskeletal Assessment and Management II (4)

This course covers the pathokinematics of selected pathologies within the head, cervical, thoracic and lumbar spine, and relevant examination techniques to assist in differential diagnoses and subsequent intervention measures. Treatment procedures include emergency care and the use of mobilization of bony and soft tissues, and other forms of active and passive exercise, both mechanical and non-mechanical, for a broad range of musculoskeletal conditions

Pre-Requisites: ANAT 4000; MAT 5010; MAT 5240

Offered: Spring semester only

MAT 5500: Rehabilitation in Athletic Training I (4)

This course provides a framework for the design and implementation of athletic rehabilitation programs. The emphasis in the course is the rationale of therapeutic exercise (balance, core, closed/open chain activities, plyometrics, neuromuscular control), and manual techniques (massage, joint mobilizations, muscle energy techniques) in the treatment of athletic injuries and post-surgical conditions. Rehabilitation programs are considered applying the principles of each stage of healing. Emphasis is placed on the use of clinical reasoning in the decision making process of selecting rehabilitation techniques.

Prerequisites: MAT 3230, MAT 4125, MAT 5100

Offered: Spring semester only

MAT 5550: Rehabilitation in Athletic Training II (3)

This course provides an evidence-based approach to rehabilitation of injuries and conditions associated with athletic participation. The emphasis in the course is the development of rehabilitation programs as the topics progress through common diagnoses at each body part. Surgical and non-surgical approaches to conditions and injuries will be addressed.

Prerequisites: MAT 5500

Offered: Fall semester only

MAT 5600: Athletic Training Administration (3)

This course focuses on organization and administration topics pertinent to athletic training services in professional practice. These topics include but are not limited to liability, budgeting, facility design, documentation, record keeping, drug testing, and professional ethics.

Pre-Requisites: MAT 5010

Offered: Fall semester only

MAT 5620: Psychology of Sport and Injury (3)

This course examines the effects of culture, motivation, personality, attitudes, competition and group dynamics on sport performance. In addition, the psychological effects of exercise and competition are discussed, including pathological conditions such as exercise addiction and disordered eating. This course also deals with the psychological response to injury, treatment, rehabilitation and return to participation.

Cross-listed with PSY 4730

Pre-Requisites: General Psychology (or equivalent)

Offered: Fall semester only

MAT 5650: Clinical Research and Design (2)

This course will introduce athletic training students to several types of clinical research designs including designs for group studies, epidemiological studies, survey research and qualitative studies. Review of literature, definition of problem and formatting design, reporting data and conclusions are presented. Interpretation of selected statistical methods will also be included.

Pre-Requisites: STAT 1100 (or equivalent)

Offered: Fall semester only

MAT 5700: Athletic Training Clinical Practicum I (3)

This course is designed to provide the student with their first clinical experience in athletic training. The student will gain clinical experience in the athletic training facility under the supervision of preceptor. The focus in this experience will be familiarization with the athletic training facility environment, developing proficiency in taping/wrapping, documentation and record-keeping, and practice/game preparation.

Pre-Requisites: MAT 5010, ANAT 4000

Offered: Fall semester only

MAT 5750: Athletic Training Clinical Practicum II (3)

This is the second clinical course for the athletic training student. This course is designed to provide the student with their second clinical experience in athletic training. The student will

further their clinical experience and skills in an athletic training facility under the supervision of preceptor.

Pre-Requisites: MAT 5010, MAT 4125, MAT 5700

Offered: Spring semester only

MAT 5800: Medical Conditions and Physical Activity (3)

This course is a review of responses of the body to exercise and sports with specific discussion of acute and chronic medical problems that can affect athletic performance. In addition, this course covers drugs commonly used in sports medicine. The processes of pharmacokinetics and pharmacodynamics and autonomic pharmacology will be reviewed. General drug categories, specific actions, and adverse reactions will be discussed.

Pre-Requisites: MAT 5010, Human Physiology, Chemistry (2 semesters)

Offered: Spring semester only

MAT 5900: Athletic Training Field Experience (2)

This course is designed to provide the student with a unique clinical experience in athletic training established by the student. This is an internship experience under the supervision of a preceptor of outside agency affiliated with the program.

Pre-Requisites: MAT 5700, MAT 5750

Offered: Summer semester only

MAT 6010: Contemporary Clinical Practice (1)

This course is designed to address contemporary issues in the clinical practice of athletic training with particular attention to the management of sudden illness and trauma situations.

Pre-Requisites: MAT 5250

Offered: Fall semester only

MAT 6160: Enhancing Human Performance (3)

This course is designed for students to use knowledge of anatomy, physiology, kinesiology, and coaching techniques in designing strength and conditioning programs for athletes. Consideration will be given to strategies for improving sport-specific agility, speed, power, strength, and cardiovascular/respiratory fitness.

Pre-Requisites: MAT 3230, MAT 5100, ANAT 1000 (or equivalent)

Offered: Spring semester only

MAT 6700: Athletic Training Clinical Practicum III (4)

This is the third clinical course for the athletic training student. Expanding on their prior experiences, students will gain clinical experience in the athletic training facility under the supervision of preceptor be assigned to a preceptor in a traditional athletic training setting that best reflects the students' ideal work setting after graduation. This course has an emphasis on problem solving and critical thinking skill development.

Pre-Requisites: MAT 5700, MAT 5750 and MAT 5900

Offered: Fall semester only

MAT 6750: Athletic Training Clinical Practicum IV (4)

In this final clinical experience of the clinical practicum sequence, students remain at the clinical site assigned to them the previous semester. The student will enhance their clinical experience in an athletic training facility under the supervision of preceptor. The course has an emphasis of greater involvement in the day-to-day organizational, administrative tasks, and professional development responsibilities.

Pre-Requisites: MAT 5700, MAT 5750, MAT 6700 and MAT 5900

Offered: Spring semester only

MAT 6800: Seminar in Athletic Training (3)

In this course, students will examine topics in athletic training in depth as they prepare for a transition to professional practice. Advanced topics in Athletic Training will be discussed by individuals with content expertise, through student-led discovery, and simulation projects.

Pre-Requisites: MAT 5240; MAT 5250; MAT 5300; MAT 5500; MAT 5800; or permission of instructor

Offered: Spring semester only

MAT 6960: Athletic Training Capstone Project (2)

In this capstone course in the final semester, the student will select and study a topic in athletic training. Each student selects a faculty advisor to provide guidance in planning, coordinating, conducting and presenting the project. The study can take several different forms including a literature review, a mentored research project with a faculty member, a community service project in athletic training.

Pre-Requisites: MAT 5650

Offered: Spring semester only

Plan of Study - Primary Track

Year One

Fall		Credits
BIOL 1240/1245	General Biology: Information Flow and Evolution	4
CHEM 1080/1085*	Principles Of Chemistry I with Lab	4
ENGL 1900	Eloquentia Perfecta 1: Written and Visual Communication	3
CORE 1500	Cura Personalis 1: Self in Community	1
XXXX RQ	Modern Foreign Language Elective	3
Credits		15

Spring

CHEM 1480/1485*	Principles Of Chemistry II with Lab	4
MAT 1000	Athletic Trainers – Essential to Healthcare	1
MATH 1400*	Pre-Calculus	3
CORE 1000	Ignite Seminar	2
CORE 1200	Eloquentia Perfecta 2: Oral and Visual Communication	3
XXXX RQ	Modern Foreign Language Elective	3
Credits		16

Year Two

Fall		
IPE 2100	Interprofessional Collaboration and Healthcare in a Global Context	3
MAT 2000	Athletic Training Student Development I	1
PHYS 1220*	General Physics I	3
PHYS 1235*	General Physics I Lab	1
PPY 2540	Human Physiology	4
PSY 1010	General Psychology	3
CORE 1700	Ultimate Questions: Philosophy	3
Credits		18

Spring

ANAT 1000	Basic Human Anatomy	3
IPE 4200	Applied Decision Making in Interprofessional Practice	3
PHYS 1240*	General Physics II	3
PHYS 1255*	General Physics II Lab	1
PSY XXXX	Upper Division Psychology Elective	3
CORE 1600	Ultimate Questions: Theology	3
CORE 2500	Cura Personalis 2: Self in Contemplation	0
Credits		16

Year Three

Fall		
STAT 1100	Introduction to Statistics	3
PHIL 2050 / HCE 1200**	Ethics / Foundations in Clinical Healthcare Ethics	3
CORE 2800	Eloquentia Perfecta 3: Creative Expression	2-3
ELECTIVE	Elective	3
ELECTIVE	Elective	3
CORE 3400	Ways of Thinking: Aesthetic, History and Culture	3
Credits		17-18

Spring		
IPE 4900	Interprofessional Community Practicum	3
MAT 3000	Athletic Training Student Development II	2
MAT 3230	Exercise Physiology	3
ELECTIVE	Elective	3
ELECTIVE	Elective	3
ELECTIVE	Elective	3
Credits		17

Year Four (1st Professional Year/PY1)

Summer		
ANAT 4000	Human Gross Anatomy	6
MAT 5010	Principles of Athletic Training	2
Credits		8

Fall		
MAT 5125	Therapeutic Modalities	3
MAT 5100	Kinesiology	3
MAT 5160	Aspects of Nutrition	2
MAT 5133	Lab Studies and Imaging	2
MAT 5240	Musculoskeletal Assessment & Management I	4
MAT 5700	Athletic Training Clinical Practicum I	3
Credits		17

Spring		
MAT 5250	Musculoskeletal Assessment and Management II	4
MAT 5500	Rehabilitation in Athletic Training I	4
MAT 5650	Clinical Research and Design	2
MAT 5750	Athletic Training Clinical Practicum II	3
MAT 5800	Medical Conditions and Physical Activity	3
Credits		16

Bachelor of Science in Exercise Science awarded upon completion of Spring Semester

Summer		
MAT 5900	AT Field Experience	2
	Credits	2
Year Five (2 nd Professional Year/PY2)		
Fall		
MAT 5550	Rehabilitation in Athletic Training II	3
MAT 5600	Athletic Training Administration	3
MAT 5620	Psychology of Sport and Injury	3
MAT 6010	Contemporary Clinical Practice	2
MAT 6700	Athletic Training Clinical Practicum III	4
	Credits	15
Spring		
MAT 6160	Enhancing Human Performance	3
MAT 6750	Athletic Training Clinical Practicum IV	4
MAT 6800	Seminar in Athletic Training	3
MAT 6960	Athletic Training Capstone Project	2
	Credits	12
	Total Credits	171

¹With permission, science and math courses can be replaced by higher level courses

Plan of Study – Post-Baccalaureate Track

Year One

Summer		Credits
ANAT 4000	Human Gross Anatomy	6
MAT 5010	Principles of Athletic Training	2
	Credits	8
Fall		
MAT 5125	Therapeutic Modalities	3
MAT 5100	Kinesiology	3
MAT 5160	Aspects of Nutrition	2
MAT 5133	Lab Studies and Imaging	2
MAT 5240	Musculoskeletal Assessment & Management I	4
MAT 5700	Athletic Training Clinical Practicum I	3
	Credits	17
Spring		
MAT 5250	Musculoskeletal Assessment and Management II	4
MAT 5500	Rehabilitation in Athletic Training I	4
MAT 5650	Clinical Research and Design	2
MAT 5750	Athletic Training Clinical Practicum II	3
MAT 5800	Medical Conditions and Physical Activity	3
	Credits	16
Summer		
MAT 5900	AT Field Experience	2
Fall		

MAT 5550	Rehabilitation in Athletic Training II	3
MAT 5600	Athletic Training Administration	3
MAT 5620	Psychology of Sport and Injury	3
MAT 6010	Contemporary Clinical Practice	2
MAT 6700	Athletic Training Clinical Practicum III	4
	Credits	15
Spring		
MAT 6160	Enhancing Human Performance	3
MAT 6750	Athletic Training Clinical Practicum IV	4
MAT 6800	Seminar in Athletic Training	3
MAT 6960	Athletic Training Capstone Project	2
	Credits	12

Students must have the following pre-requisite courses completed prior to beginning the program as a post-baccalaureate student:

- Biology with Lab
- Chemistry with Lab
- Physics I with Lab
- Anatomy and Human Physiology, or Anatomy & Physiology I and II
- Exercise Physiology
- General Psychology
- Statistics
- Medical Terminology

Madrid Track and Pre-Professional Tracks

The Madrid Track and Pre-professional Tracks are also available. They are accessible on the Athletic Training page on the SLU Web-site at:

<http://www.slu.edu/doisy/degrees/graduate/athletic-training-mat.php>

Curriculum Policies & Procedures

The Athletic Training Program at Saint Louis University has designed an Athletic Training (MAT) curriculum with defined courses organized in an intentional sequence to prepare students to be competent entry-level athletic trainers. Students will follow the MAT Curriculum Outline with the understanding that some courses may be exchanged from one semester to another, primarily during the pre-professional phase and less frequently during the professional phase of the curriculum.

I. General Academic Policies

a. Course requirements may be met by one or more of the following means:

- i. Taking the course at SLU.
- ii. Proof of required score on a placement test in math and/or foreign language. Advanced Placement and CLEP credit is awarded per University policy (Office of Registrar).
- iii. Taking a college course in high school (1-8-1-8 or dual credit courses). Credit is articulated per University policy (Office of Registrar).
- iv. Transfer from another higher education institution. (See Section III)
- b. Students are required to complete MAT Pre-professional Core Curriculum.
- c. Students will select from Humanities, Math, and Science course options.
- d. Students are required to complete the Doisy College of Health Sciences' Interprofessional Education (IPE) Curriculum.
- e. Students will follow registration procedures found in the Athletic Training Program Handbook.
- f. Students must adhere to Department's Academic Eligibility Policy and Procedures to progress through the program.
- g. All credit hours for the professional phase of the MAT curriculum must be taken at Saint Louis University except as outlined in Section III.

II. Course Grades

- a. Pass/fail grades from any department within or outside the University are not acceptable to fulfill the requirements of the BSES and MAT curricula.
- b. All MAT courses are graded using the Athletic Training Program's grading scale.
- c. Criteria for course grade assignment are provided in individual course syllabi.
- d. Exceptions to this policy may be approved at the discretion of the Program Director.
- e. A course grade (A-F scale for all courses other than clinical education and mastery assurance courses) must be assigned for all students in a course each semester by the University due date. Only in extenuating circumstances (e.g. personal illness or injury, family crises) can an In Progress grade (IP), an X grade (final exam not taken), or no grade be reported as a course grade. Assignment of an I, X, or no grade must be approved by the Program Director and course coordinator for the course in question.
 - i. When an I, X, or no grade is assigned, the course coordinator is responsible for submitting a change of grade form within the allowable time period as set by University policy.

- ii. The student is responsible for meeting the necessary course requirements within the allotted time allowed & confirming with the course coordinator that the course requirements have been met. The student should also confirm that the grade has been changed on the transcript.
- f. Undergraduate students may repeat a course and the most recent grade of a course repeated will be counted in the Grade Point Average (GPA) while the previous grade of the course repeated will be excluded from the Grade Point Average (GPA).
 - i. All grades for courses repeated will remain on the official transcript.
 - ii. Students receiving financial aid need to verify with the Office of Student Financial Services whether repeating a course will affect their eligibility status.

III. Transfer Credits/Waived Courses

a. Waived courses

- i. With a waiver the hours are not counted toward the degree.
- ii. Waived hours are recorded on the degree evaluation but they do not show on the transcript.

b. Waived courses in the pre-professional phase of the curriculum

- i. A student may waive a maximum of 12 credit hours.
- ii. IPE courses may be waived for transfer students at discretion of the Program Director

c. Waived courses in the professional phase of the curriculum

- i. Upon progression to the professional phase of the MAT program, students must take all courses in the professional phase of the curriculum (semesters 8-10) at Saint Louis University unless the course is waived.
- ii. A maximum number of six hours may be waived from the professional phase of the curriculum.
- iii. Refer to the section entitled "Procedure for Waiving a Course in the Professional Phase of the Program" on Page AC-19

d. Transfer credits: Transfer credits will be considered using the following guidelines:

- i. The prerequisite course for a required course may be accepted as an elective course.
- ii. Science classes older than five years are generally not accepted as transfer credit by the Athletic Training Program but may be accepted in rare cases at the discretion of the Program Director.
- iii. Non-science classes older than 10 years are generally not accepted as transfer credit but may be accepted in rare cases at the discretion of the Program Director.
- iv. Enrolled students wishing to take courses in the Pre-Professional Phase of the curriculum at another institution must have the courses pre-approved and take the courses at an accredited college or university with the exception of philosophy and theology requirements.

- v. Philosophy and theology courses taken away from Saint Louis University must meet criteria established by the philosophy or theology departments in order to be accepted for credit.
- vi. The University will accept no letter grade below a "C" as transfer credits. C- is not acceptable.
- vii. Courses taken at another institution count regarding total number of course hours but are not considered in the calculation of GPA.
- viii. No more than 12 hours of transfer credit can be taken during a summer term.

IV. Policies specific to transfer students

a. Students transferring with a Bachelor's Degree:

- i. Prerequisite Courses:
 - 1. Ethics
 - 2. General Biology with a lab or Animal Biology with a lab
 - 3. Chemistry I and II, each with a lab
 - 4. Human Anatomy and Human Physiology
 - a. A full year of combined Anatomy and Physiology courses (Anatomy and Physiology I and Anatomy and Physiology II) from an accredited college or university will be accepted in place of separate anatomy and physiology courses.
 - b. Acceptance of a single 4 credit hour combined Anatomy and Physiology course may be accepted at the discretion of the Program Director. In order for the course to be acceptable, all body systems must be covered.
 - c. Comparative Vertebrate Anatomy and Physiology may be accepted in place of Human Anatomy &/or Physiology.
 - 5. General Psychology
 - 6. Physics I and II, each with a lab.
 - 7. Statistics
 - 8. Exercise Physiology
 - 9. Medical Terminology
- ii. Students will be required to follow the curriculum outline for BA/BS Transfer Track
- iii. A student who transfers into the MAT program may petition to waive a course from the professional phase of the curriculum based on a previously taken course.
- iv. The University will accept no letter grade below a "C" as transfer credits. C- is not acceptable.

b. Inter-University Transfer Students transferring without a Bachelor's Degree:

- i. The credit hours already completed will be reviewed by the Registrar's Office at Saint Louis University and not the Program Director of the Athletic Training Program.
- ii. Undergraduates may transfer up to 64 hours of undergraduate credit from a community college.

- iii. Undergraduates may transfer additional credit hours from a 4 year college or university provide the last 30 hours of the undergraduate degree (BSES) are taken at Saint Louis University.
- iv. The student is required to take all courses in the MAT Curriculum outline except UNIV 1010 for Athletic Training Students.
- v. A student who transfers into the MAT program may petition to waive a course from the professional phase of the curriculum based on a previously taken course.

c. Intra-University Transfer Students without a Bachelor's Degree

- i. The student is required to take all courses in the MAT Curriculum outline.
- ii. Exception is UNIV 1010 for Athletic Training Students, if a student has already taken the course in another major.
- iii. The IPE courses may be waived at the discretion of the Program Director.

Pre-Professional Curriculum

SCIENCE:

BIOL 1240/1245	4 credits
CHEM 1080/1085 & 1480/1485	8 credits
PHYS 1220 & 1240	8 credits
ANAT 1000 Human Anatomy	3 credits
PPYG 2540 Human Physiology	3 credits

UNIVERSITY CORE: (website: <https://www.slu.edu/core/index.php>)

CORE 1500 Cura Personalis 1: Self in Community	1 credit
CORE 2500 Cura Personalis 2: Self in Contemplation	0 credits
MAT 3000 Cura Personalis 3: AT Student Development 2	2 credits
CORE 1000 Ignite Seminar	2 credits
ENGL 1900 Eloquentia Perfecta 1: Written and Visual Communication	3 credits
CORE 1200 Eloquentia Perfecta 2: Oral and Visual Communication	3 credits
CORE 2800 Eloquentia Perfecta 3: Creative Expression	2-3 credits
CORE 1700 Ultimate Questions: Philosophy	3 credits
CORE 1600 Ultimate Questions: Theology	
CORE 3400 Ways of Thinking: Aesthetic, History And Culture	3 credits
Ethics (PHIL 2050 or HCE 2010)	3 credits
Foreign Language (through the 1150 level)	6 credits

MATHEMATICS:

MATH 1400 Pre-Calculus	3 credits
------------------------	-----------

RESEARCH:

STAT 1100 Statistics	3 credits
(or similar inferential statistics course as approved by Program Director)	

PSYCHOLOGY:

PSY 1010 General Psychology	3 credits
Upper division psychology course	3 credits

INTERPROFESSIONAL CONCENTRATION:

IPE 2100 Interprofessional Collaboration and Health Care in a Global Context	3 credits
IPE 4200 Applied Decision Making in IP Practice	3 credits
IPE 4900 Integrative IP Practicum Experience	3 credits

ELECTIVES:

15 credits

Foreign Language Courses

Students must provide documentation that they have the equivalent of Modern or Classical Foreign Language courses 1100 and 1150 in order to meet the foreign language requirement.

- Students must obtain credit on the transcript in order for the proficiency in Foreign Language to be recognized. The students may demonstrate the required proficiency through advanced placement testing and taking the intermediate or advanced course or advanced placement courses in high school.
- If the student does not demonstrate proficiency to the intermediate level by passing at least the 1150 level, the student is required to take 1100 and 1150 as needed.
- If a student satisfactorily completes a course or has credit posted in a foreign language at or above the 1150 level, foreign language courses at lower levels are waived.

Math and Science Courses

Students will follow Math and Science course options:

- The MATH 1400 Pre-Calculus requirement is waived for the student who has college credit for Calculus I; has tested ready for Calculus I according to SLU's math placement test, or has met an ACT math score of 28 or higher in addition to 4 years of high school math (through the level of pre-calculus) with no math grade lower than a B.
- Chemistry and Physics courses must have lab components to be acceptable.
- CHEM 1110 & 1120 (with associated lab) may be substituted for CHEM 1083 & 1483
PHYS 1310 & 1330 (with associated lab) and PHYS 132 & 134 may be substituted for PHYS 1220 & PHYS 1240.

Procedure for Waiving a Course in the Professional Phase of the Program

1. Written requests to waive a course in the professional phase of the curriculum must be sent to the AT Program Director by Friday noon of the first week of school in order that the material can be reviewed and an answer given to the student prior to the University deadline for withdrawal (without the "W" appearing on the student's transcript).
2. All written requests to waive a required course must include documentation supporting the request. This includes, but is not limited to a course syllabus, a course schedule, and course handouts, that clearly identify the content of the course to be waived. Other materials may be requested as needed.
3. After consulting with the appropriate faculty, either the AT Program Director or the Department Chair will make the final decision whether the course will be waived.
4. Courses may not be subject to waiver if more than two years have elapsed since the course was taken.

Athletic Training Program Grading Scale

A:	93-100 %	C+:	79-80 %
A-:	91-92 %	C:	75-78 %
B+:	89-90 %	D:	65-74 %
B:	84-88 %	F:	Below 65 %
B-:	81-83 %		

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

Student Advising and Registration Procedures

The following procedures should be followed by students for registration:

1. Meet with Professional Academic Advisor/AT Program faculty mentor:

- a. Pre-Professional Phase of the Program: During the fall and spring semesters of the undergraduate years, each student must meet with their Athletic Training Program faculty mentor prior to meeting with their professional academic advisor to review the degree evaluation and obtain approval for registration.
- b. Professional Phase of the Program: Meet with AT Program Director, who serves as academic advisor to all Professional Phase students and assigned Faculty Mentor at regular intervals.

2. Obtain authorization for registration.

- a. The professional academic advisors authorize undergraduate students for online registration in Banner
- b. Authorization includes listing the student's Banner Registration PIN

3. Register in Banner.

- a. Undergraduate students who experience problems with registration should contact their professional academic advisor.
- b. Students in Professional Years I and II will register when instructed by the Athletic Training Program

Policy & Procedures Concerning Academic Eligibility

The Athletic Training (AT) Program Academic Eligibility Policy serves as the criteria upon which decisions are made regarding student progression through the Athletic Training curriculum. This policy is designed to encourage student success in the curriculum in order to prepare competent Athletic Trainers. Students and faculty are responsible for familiarizing themselves with this policy and the associated procedures.

I. Definitions

a. Phases of the AT Program:

- i. **Pre-professional Phase:** The six academic terms beginning with the fall semester of the freshman year and ending with the spring semester of the junior year.
- ii. **Professional Phase:** The six academic terms beginning with the summer prior to the senior year and ending with the spring semester of the second professional year. During this phase, students enroll in courses specifically designed to prepare them as Athletic Trainers. Refer to SLU AT Program curriculum summary.

b. Academic Eligibility:

- i. A student who is academically eligible is one who has met the program academic standards regarding GPA Requirements (Section II) and/or Grade Requirements (Section III) and is allowed to enroll in any course without restriction
- ii. A student who does not meet this standard is not allowed to continue in the AT Program but may be permitted to take certain courses in the AT Program in order to complete degree requirements for the Bachelor of Science in Exercise Science degree (BSES).

c. Academic Standing

i. Good Standing:

A student in Good Standing is one who meets or exceeds the minimum academic eligibility standard.

ii. Academic Jeopardy:

A student in academic jeopardy is one who meets the minimum academic eligibility standard but is in jeopardy of falling below the minimum GPA academic standard (defined in Section II) or the course grade requirement (defined in Section III). A student in academic jeopardy:

1. receives an e-mail from the Program Director indicating concern regarding their academic standing
2. is allowed to take a full-time load but is required to maintain contact with their advisor on a regular basis

iii. Academic Probation:

1. A student on program academic probation is one who has not met the minimum grade point average (GPA) academic standard, or who has not met the Grade Requirements as defined in Section III.

2. When a student is placed on program academic probation, the student will be notified, in writing, by the Program Director. The student will be required to confirm this notification (e-mail response of confirmation is acceptable).
3. A student on program academic probation is required to meet with their faculty mentor regularly during the semester. Appropriate strategies to improve academic performance will be discussed with the student.
4. A student on program academic probationary status for more than two consecutive semesters at any time during the pre-professional and professional phases or a total of any three semesters during the professional phase of the program is subject to program dismissal. Refer to Appeal Process (Section VII).

II. Grade Point Average Requirements

a. Pre-professional Phase: Grade Point Average requirements for each semester

≤ 30 Credit Hours	Academic Standing	>30 credit hours
≥ 2.70	Good Standing	≥ 2.70
2.30 – 2.69	Academic Jeopardy	2.5 -- 2.69
< 2.3	Academic Probation	≤ 2.49

b. Professional Phase: Grade Point Average requirements:

- i. A minimum *cumulative* GPA of 2.7 is required to enter the professional phase of the program.
- ii. Students with a 2.3-2.69 cumulative GPA and not on program academic probation for the two previous semesters may enroll in the summer semester prior to the senior year but must submit a petition in writing to the Program Director requesting enrollment.
- iii. If the petition is granted by the Program Director, the student enters the professional phase on program academic probation.
- iv. The cumulative GPAs restart at the beginning of the summer semester prior to the senior year (the first professional year).

III. Course Grade Requirements

a. Pre-Professional Phase

- i. A grade of “C-” or better is required in all ANAT, PPYG, IPE, and MAT courses

b. Professional Phase

- i. A grade of “C” or better is required in all courses in the professional phase

c. Policy regarding grade of “D” or “F” in MAT or IPE course

- i. A student receiving a “D” or “F” grade for the first time in any course with the MAT or IPE prefix, and **any course in the professional phase** of the

program will be placed on **program academic probation** and cannot progress full time in the Athletic Training Program.

- ii. The student may be allowed to continue in courses that do not require the prerequisite knowledge contained in the course to be repeated. A grade of C- or better is required to demonstrate prerequisite knowledge. The student's course of study is determined by the Program Director in collaboration with the faculty, advisor, and student.
 - iii. Before being allowed to return to full time status, the student must have rectified the academic probationary status and have repeated that course(s) with a "C-" grade or better.
 - iv. When a student receives a "D" or "F" grade, that grade is not removed from the student's transcript when the course is successfully repeated. This is consistent with Saint Louis University policy.
 - v. The student remains in **academic jeopardy** for the duration of their academic career, as a second D or F grade would render them ineligible to continue in the program.
- d. Policy regarding grade of "D" or "F" in a repeated course**
- i. A student receiving a "D" or "F" grade in a repeated course is subject to program dismissal. Refer to Appeal Process (Section VI).
- e. Policy regarding grade of "D" in a designated related course**
- i. A grade of "D" in a designated related course (ANAT 1000 Human Anatomy & PPYG 2540 Human Physiology) will result in the student being placed on program **academic probation** for the following semester. The student will not be required to repeat that course. Rules related to academic probation will be followed. (Section I)
- f. Policy regarding grade of "F" in a designated related course**
- i. An "F" grade in a designated related course (ANAT 1000 Human Anatomy & PPYG 2540 Human Physiology) will not be accepted and the student will be required to **repeat the failed course(s)** and will be placed on program **academic probation**.
- g. Policy regarding two or more "D" / "F" grades in designated courses**
- i. A student receiving any combination of 2 or more "D" or "F" grades in ANAT, PPYG, IPE or MAT courses in one semester or across multiple semesters is subject to **program dismissal**. Refer to Appeal Process (Section VI).

IV. Progression Rules

a. Pre-Professional Phase

- i. A student on academic probation for Grade Point Requirements *may be* allowed to progress in the pre-professional phase
- ii. A student on academic probation for Grade Requirements *is not* allowed to progress in the AT Program as a full time student until the student has successfully repeated the course.

b. Professional Phase

- i. In order to progress to the professional phase of the program students must have:
 - 1. 2.7 cumulative GPA.

2. Students with a cumulative GPA of 2.3-2.69, and not on program academic probation for two consecutive semesters may petition (in writing) to be allowed to enroll in the summer semester prior to the senior year (see Section II)
 3. Completed all required prerequisite courses
 4. Not been on program academic probation for more than 2 consecutive semesters during the pre-professional phase
- ii. In order to progress to the final three terms of the professional phase of the program, students must have:**
1. A 2.5 cumulative GPA (from the previous three terms)
 2. A bachelor's degree
 3. Not been on program academic probation for more than 2 consecutive semesters
 4. Successfully completed all required courses

V. Graduation Requirements for the Master of Athletic Training (MAT) Degree

a. To graduate with the MAT degree the student must have:

- i. 2.7 cumulative GPA (from the six terms of the Professional Phase of the MAT program)
- ii. Not been on probation for more than 2 consecutive semesters or for a total of three semesters during the professional phase of the program
- iii. Have completed all required prerequisite courses

VI. Appeal Process

a. Course Grade Appeal:

- i. If a student believes that a final grade for a course has been assigned unfairly, the student has 90 days to appeal the grade. All grade appeals must follow the steps outlined below:
- ii. Student discusses with the course coordinator the concerns about the grade and reasons he/she believes the grade is incorrect. The course coordinator renders a decision regarding the grade appeal as the instructor of record in that course.
- iii. If the dispute is not satisfactorily resolved, the student may present his/her concerns to the Program Director in which the course is offered. The Program Director reviews the case and renders a program decision regarding the grade appeal.
- iv. If the dispute is not satisfactorily resolved at the program level, the student may present his/her concerns to the Dean of the College. The Dean is the final arbitrator in the grade dispute.

b. Progression Appeal

- i. If, by policy, a student is not allowed to continue full-time in the AT Program as a result of academic eligibility issues (GPA or Grade Requirement), the student has the right to appeal progression in the program.
- ii. Any grade appeal must be completed prior to an appeal regarding progression in the program.

- iii. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted their academic success.
- iv. This appeal MUST be a written document, submitted to the Athletic Training Program Progressions Committee
- v. The Progressions Committee is comprised of two designated AT Program faculty and one designated faculty member from another DCHS department). The student will be made aware of the committee members and may request a substitute member if there is reason to believe a conflict of interest is present.
- vi. The appeal is heard by the Athletic Training Program Progressions Committee, and the Committee makes a decision regarding the student's appeal and communicates it to the Program Director.
- vii. The Program Director reviews the decision regarding the student's appeal and communicates this decision to the student.
- viii. A full description of this process is available in the Progression Committee Procedures document.

c. Eligibility Appeal

- i. If, by policy, a student is dismissed from the AT Program because of Grade or GPA Requirement, the student has the right to appeal dismissal from the program.
- ii. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted their academic success.
- iii. This appeal MUST be a written document, submitted to the Athletic Training Program Progressions Committee
- iv. The appeal is heard by the Athletic Training Program Progression Committee, and the Committee makes a decision regarding the student's appeal and communicates it to the Program Director.
- v. The Program Director reviews the decision regarding the student's appeal and communicates this decision to the student.
- vi. A full description of this process is available in the Progression Committee Procedures document.

VII. Doisy College of Health Sciences Academic Grievance Policy

- a. An academic grievance can be filed with the DCHS Dean only after a student has gone through all program processes and believes that
 - i. Policies were not followed
 - ii. The student was not informed of the policies
 - iii. No appeal was allowed
 - iv. Procedural infractions occurred
- b. If a student believes their case meets these requirements, the process is initiated by sending a formal written letter of appeal to the Dean within 10 days of receiving the decision from the program. That process is detailed in the DCHS policies contained later in this section of the AT Program Handbook.

Professional Behavior

Athletic Training is a human service profession. One of its central tenets is the value of human dignity. This value is reflected in conduct that demonstrates sensitivity to the physical and psychological well-being of others and honesty in all endeavors. The Athletic Training Program endorses the philosophy and behaviors embodied in the Mission Statement of Saint Louis University, the Athletic Training Foundational Behaviors, and the Code of Ethics of the National Athletic Trainers' Association. The Program expectations of the student's professional behaviors are based on these documents and the University, College, and Program policies and procedures.

No code of ethics or professional standards can address every possible scenario that may arise in the future. However, students are expected to conduct themselves in a manner that is consistent with the following minimal standards:

1. Develop a knowledge of self
2. Demonstrate good judgment
3. Conduct themselves in an ethical manner including but not limited to:
 - a. maintenance of confidentiality
 - b. honesty concerning personal, academic, and medical information
4. Commit to fulfilling professional responsibilities
5. Demonstrate respect for self and others including but not limited to:
 - a. provisions for the physical safety of others
 - b. respect for the psychological welfare of others
 - c. appropriate classroom behavior (see **Classroom Civility**)

The Athletic Training Program reserves the right to pursue disciplinary action for any behavior, regardless of where it occurred, that violates these standards. Disciplinary actions include:

1. Professional Behavior Notification
2. Professional Behavior Probation
3. Dismissal

It is the responsibility of the faculty member who identifies or observes a behavior that is not congruent with program standards or is notified by a Clinical Preceptor of such behavior to meet with the student to discuss the level of sanction.

Professional Behavior Notification:

Definition: Professional Behavior Notification is issued in situations in which the faculty member uses the professional behavior advisement process to inform the student about his or her unacceptable behavior. A pattern of unacceptable behaviors will result in a Professional Behavior Probation.

Process:

1. Meet with the student to discuss said breach of professional behavior and possible strategies to improve behavior.
2. Document meeting on the Professional Behavior Advisement Form.
3. Secure signatures from student and faculty on the completed Professional Behavior Advisement Form.
4. Allow student to respond in writing to clarify his or her perception of the situation. This response will be attached to the completed Professional Behavior Advisement Form.
5. Provide an electronic or hard copy of the completed Professional Behavior Advisement Form to the student's faculty mentor.
6. Place a hard copy of the completed Professional Behavior Advisement Form in the student's permanent file.
7. Faculty mentor is responsible for monitoring the number of Professional Behavior Advisement Forms resulting in Professional Behavior Notification. More than one Professional Behavior Notification will result in a Professional Behavior Probation being issued by the mentor.

Professional Behavior Probation:

Definition: If a student receives more than one Professional Behavior Notification, the student may be placed on Professional Behavior Probation. If the student's behavior is, in the professional judgment of the student's faculty mentor and the Program Director, of a nature which warrants probation the student will be placed on Professional Behavior Probation. Professional Behavior Probation entails the completion of certain specified activities and/or the ability to demonstrate appropriate change in the observed behaviors as designated in a written contract.

Process:

1. Student will be notified of their probationary status with a letter from the Program Director.
2. Student will be required to return a signed confirmation of this notification.
3. Program Director, appropriate faculty member/mentor, and student will discuss possible strategies to improve professional behaviors.
4. Appropriate faculty member/mentor will develop a written contract with the student for remediation.
5. Any subsequent meetings between the faculty member/mentor and the student will be documented.
6. Student may remain on Professional Behavior Probation until completion of the program.

Professional Behavior Dismissal:

Definition: A student may be subject to program dismissal for professional behavior issues due to any of the following conditions:

1. In the judgment of the student's faculty mentor and the Program Director, the student fails to comply with the terms of the Professional Behavior Probation contract.
2. The student receives another Professional Behavior Notification while on Professional Behavior Probation.
3. In the judgment of the student's faculty mentor and the Program Director, the student demonstrates a behavior that is of a serious nature including, but not limited to academic misconduct or threat of physical or emotional harm to another individual.
4. The student is involuntarily separated from the university for violations of the Community Standards contained in the Student Handbook.

Process:

1. A meeting (either in person or by telephone) will be conducted with the student, the student's faculty mentor, and the Program Director.
2. A student who is dismissed will be notified with a letter from the Program Director.
3. The student will be required to return a signed confirmation of this notification.

Appeal Process:

Definition: The student has the right to appeal dismissal from the AT Program.

Process:

1. Program Appeal: If the student chooses to appeal the professional behavior dismissal, the process includes:
 - a. The appeal request must be made in writing to the Progression Committee Chairperson within seven business days of the date of the program dismissal notification.
 - b. The appeal must explain circumstances or conditions which adversely impacted his or her behavior and how the student will assure the behavior will not recur.
 - c. The appeal is heard by the Athletic Training Program Progressions Committee. The Committee makes a decision regarding the student's appeal and communicates it to the Program Director.
 - d. The Program Director communicates the decision to the student.
2. Doisy College of Health Sciences Academic and Professional Integrity Policy Appeal: The student can file a grievance with the Dean of the Doisy College of Health Sciences on completion of all program processes on the following grounds:
 - a. Program policies were not followed
 - b. The student was not informed of the program policies
 - c. No appeal was allowed

- d. Procedural infractions occurred that would significantly impact the outcome of the case or may have resulted in a different finding.

If the student believes his or her case meets these requirements, the grievance process is initiated by sending a formal written letter of appeal to the Dean within 14 working days of receiving the decision from the Program. The DCHS Appeal process is detailed later in this section of the AT Program Handbook.

**SAINT LOUIS UNIVERSITY
DOISY COLLEGE OF HEALTH SCIENCES
ACADEMIC GRIEVANCE POLICY**

Statement of Policy

The Doisy College of Health Sciences (DCHS) seeks to ensure that all program policies and procedures are followed and that all students are treated equitably. It is not within the scope of the grievance process to determine if a student-associated academic decision, such as program dismissal, was fair or just, only if it was arrived at in the manner dictated by department policy.

An academic grievance is an appeal by a student that may occur any time a student believes that published department policies were not followed.

A student initiates this procedure by filing a detailed, written letter of academic grievance with the Dean of the DCHS *only* after DCHS Academic Department channels have been fully exhausted. The letter of academic grievance should be received by the DCHS Associate Dean for Student and Academic Affairs (ADSAA). In cases of academic program dismissal, procedures pertaining to the filing and hearing of an Academic Grievance will be included with the e-mail and certified letter notification of dismissal. These procedures may also be obtained by contacting the ADSAA in the DCHS Office of the Dean.

During the grievance process, until the final decision by the Dean is made, the student may attend classes and practice laboratory sessions, but for liability reasons may not attend clinical rotations. The process of appealing a dismissal may overlap with the start of a new semester, and therefore result in additional financial obligations for the students. DCHS will make every reasonable effort to resolve appeals as quickly as possible. However, any financial impact obligations in the interim are the sole responsibility of the student.

The grievance procedures are not legal proceedings.

Policy Terminology

The table below is a list of the terminology used in this document along with corresponding descriptions.

TERM/ ABBREVIATION	DESCRIPTION
ADSAA	Associate Dean for Student and Academic Affairs
AGC	Academic Grievance Committee
Clinical Rotations	A general term that refers to students completing the “on-the-job” portion of their education, the specific title of which varies by discipline; also known as clinicals, fieldwork, internships, clinical experiences, clinical practicum/practica
DCHS	Doisy College of Health Sciences
Student Grievance	The packet of information prepared by the student that includes a letter and supporting documentation to the DCHS Dean

Academic Grievance Committee (AGC)

The Academic Grievance Committee (AGC) functions to facilitate the consideration of matters relating to student academic grievances.

A. Membership

Faculty

The AGC is composed of faculty members from the DCHS. Each Academic Department selects one faculty representative to serve on the AGC for a term of three years. However, in the event the Academic Department does not select a representative, the Dean's office will identify a faculty representative to serve on the committee. Committee member terms should be staggered so that there are no more than two new members per year. The AGC Committee Chair for each academic year is selected from the faculty member of the committee at its last meeting of the previous academic year who will be returning. It is recommended that the Chair be a faculty member who has served on the committee at least one year.

DCHS Administration

The DCHS ADSAA serves as a member of the AGC.

B. Membership in the Event of a Student Grievance

In the event of a student grievance, the AGC committee membership is as follows:

Faculty

All faculty members of the AGC *except* the faculty member from the DCHS Academic Department associated with a student grievance review student grievances. If the associated DCHS Academic Department is that of the AGC Chair, a temporary chair will be selected from the members to oversee the student grievance.

DCHS Administration

The DCHS Associate Dean for Student and Academic Affairs (ADSAA) is recused from participation in the AGC meetings/hearings associated with a student grievance. Administrative support from a member of the Dean's Office staff will be provided.

Students

Two students from departments not affiliated with the student grievance will be selected to review the grievance.

C. Meetings

In the event that a Student Grievance is submitted, the AGC may hold meetings and hearings as appropriate to maintain the time line to achieve an expeditious recommendation to the Dean.

D. Scope of Review

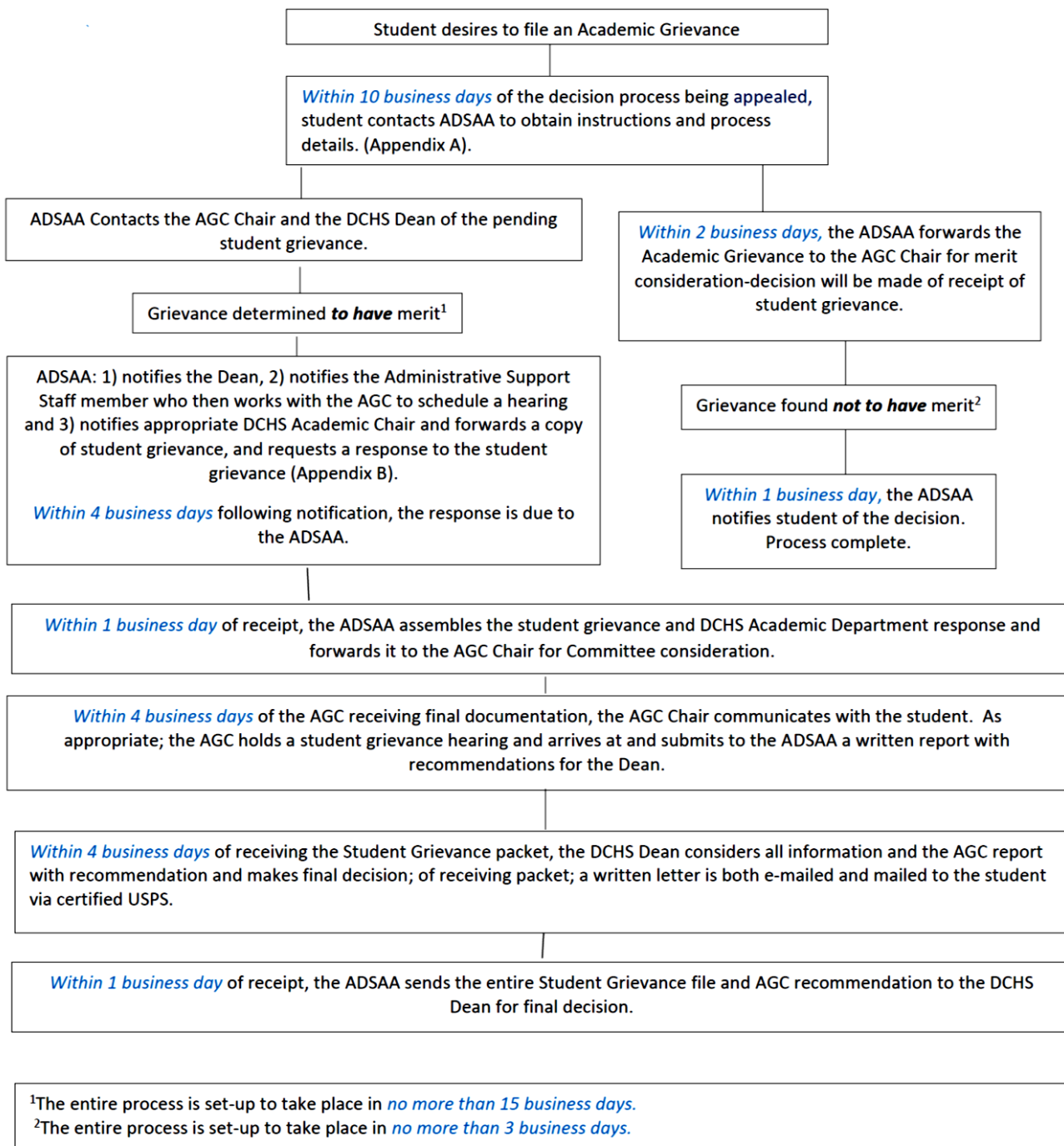
The AGC will consider only those appeals which provide documentation that: (a) the departmental policies were not adhered to; (b) the student was not counseled concerning his/her status with respect to the policies; (c) that no appeal at the Academic Department level was

allowed; (d) or that other procedural infractions occurred. It is not within the scope of the committee to determine if the dismissal decision was fair or just, only if it was arrived at in the manner prescribed by policy.

Process in the Event of a Student Grievance

1. Once a student decides to file an academic grievance, the student is referred to the ADSAA for an overview of the process and instructions for developing and submitting a student grievance, the components of which are detailed in Appendix A.
2. While the student is working on his/her grievance, the ADSAA contacts the Chair of the AGC and the DCHS Dean of the pending student grievance.
3. Once the student grievance is submitted to the ADSAA, the ADSAA forwards the information to the Chair of the AGC and together the ADSAA and AGC Chair make the determination as to whether or not the student grievance has merit.
4. If the student grievance is determined to have *no* merit, the ADSAA notifies the student and the process is concluded.
5. If the student grievance is determined to have merit, the Chair of the AGC:
 - a. Notifies the Administrative Support Staff member who then works with the AGC members to schedule a Student Grievance Hearing.
6. If the student grievance is determined to have merit, the ADSAA:
 - a. Notifies the Dean
 - b. Notifies the corresponding DCHS Academic Department Chairman of the pending student grievance. A copy of all documents submitted by the student is given to the Chair and a request for a written DCHS Academic Department response is made and submitted to the ADSAA, the details of which are located in Appendix B.
7. Once the DCHS Academic Department response is received by the ADSAA, the ADSAA assembles all student and Academic Department documents and submits the entire packet to the Chair of the AGC for committee distribution and consideration.
8. The Chair of the AGC communicates with the student as appropriate leading up to the student grievance hearing.
9. The AGC holds a student grievance hearing followed by deliberation and arriving at a recommendation for the DCHS Dean. A written report is generated with the recommendation for the Dean and submitted to the ADSAA.
10. The ADSAA gives the DCHS Dean the AGC report for consideration
11. The DCHS Dean makes a final decision.

Student Grievance Process with Time Line



12. The DCHS Dean communicates the final decision to the student via e-mail and certified letter sent through the United States Post Office.

APPENDIX A

Required Components of a Student Grievance

Students who wish to file a grievance are encouraged to contact the Associate Dean for Student and Academic Affairs (ADSAA) for information regarding the process. Typically students are instructed to write a letter to the DCHS Dean that includes the following information:

- Student name, Banner ID number.
- Identification of the appropriate DCHS program student is enrolled in and the corresponding Academic Department associated with the grievance.
- A concise, complete description of the issue being grieved and appropriate events surrounding it.
- The relationship of the grievance to departmental policies.
- Identification of and statement including corresponding documentation that the departmental channels have been fully exhausted.
- Results of discussions/actions that took place at the department level.

APPENDIX B

Required Components of DCHS Department Response to Student Grievance

When a DCHS Academic Department is notified of a Student Grievance, development and submission of a response is required. The Academic Department response should include the following components:

- Student name, Banner ID number.
- A statement of the problem and relationship of the problem/grievance to departmental policies.
- A chronological history of events which proceeded and resulted in the departmental action which the student is grieving. This statement should include evidence that the student was provided with departmental policies, advised of deficiencies, and given sufficient opportunity to rectify them.
- A summary statement which includes a detailed description of action(s) taken and justification for those actions as supported by departmental policy.

**Saint Louis University
Athletic Training Program
Program Handbook**

ADMINISTRATIVE SECTION

Table of Contents

Faculty and Staff Responsibilities.....	2
Administrative Staff.....	2
Office Hours.....	2
Receipt of Policies and Procedures.....	2
Packet/Supplies Fees.....	3
Class Cancellation.....	3
Transportation	3
Address & Phone Updates	3
Confidentiality of Records.....	4
Dropping/Adding Courses in the Professional Phase of the Program	4
Leave of Absence Policy	4
Course and Instructor Evaluation	5
Program Statistical Data	5
Program Costs.....	5
Title IX	5
SLU Face Mask Policy.....	6
In-Class Attendance & Participation	7
Course Specific Safety	8
Basic Needs Security.....	8
Safety	8
Emergency Procedures	9
Closings/Inclement Weather.....	10
Communicable Disease Policy	10
Class Attendance and Class Work	10
Smoking and Eating	11
Employment.....	11
Classroom Civility	11
Program Complaint Policy	12
Student Honors, Awards and Scholarships	13
MAT Graduation Awards	15
AT Program Scholarships.....	16

Faculty and Staff Responsibilities

The primary function of the faculty is to provide instruction. Encompassed in instruction are a number of associated activities: course organization, selection of assignments and preparation for class, preparation of /grading exams, and provision of assistance for individual students. In addition to individual course preparation, the faculty participates in overall curriculum evaluation and revision according to changes and trends in the field of athletic training and health care.

The faculty also participates actively in student advising for the academic welfare and professional development of the students. While instruction and student development are primary concerns of the faculty, faculty are expected to function in three other areas. These areas are: research and scholarly endeavors which contribute to the body of knowledge of athletic training, clinical practice to maintain skill and currency in Athletic Training, and administrative activities that contribute to the efficient operation of the program.

The faculty members are very interested in and willing to assist students; however in order to meet all their obligations, they are encouraged to set office hours for student conferences. Students are requested to make appointments when necessary.

Administrative Staff

The administrative staff serves the general operation of the program and assist faculty in preparation of printed course material/correspondence, making appointments, and taking messages. Through the appropriate administrative assistant, students may make appointments with faculty members, pay fees for class packets, leave message for faculty, or when appropriate, turn in assignments.

Office Hours

The office hours of each faculty member vary. Please check in the Athletic Training Program office or contact the individual faculty member for exact office hours. Faculty and staff members may be contacted by phone, fax, or by email.

Receipt of Policies and Procedures

Each student must sign the "Receipt of Policies and Procedures" form at least once per academic year. This indicates the student's knowledge of policy location and acknowledgement of his or her responsibility to read through the policies and procedures of the Athletic Training Program.

Packet/Supplies Fees

Some of the materials for Athletic Training courses are in the form of course packets. Packets include lecture/lab materials and other supplies. Packet/lab fees are based on the exact cost of printing and/or supplies.

Class Cancellation

The Athletic Training Program follows the University class cancellation policy for all class and laboratory sessions. The policy can be found at <https://www.slu.edu/human-resources-home/emergency-operations-and-closure-policy> or students can call (314) 977-SNOW (977-7669) for up-to-date information on the status of classes during any emergency situation. In the event of an individual class cancellation, a good faith effort will be made to contact students via Saint Louis University e-mail.

The cancellation of academic courses due to an emergency situation (i.e. weather conditions, power outages) will result in the cancellation of clinical experience for that day, unless approved by the Clinical Education Coordinator.

Transportation

Students must provide their own transportation to the Doisy College of Health Sciences campus and to clinical education sites. Students should be aware of and follow the University's parking regulations. See the University web page for regulations, University bus routes, and permit information. Students are expected to plan their transportation in order to arrive to class, lab or clinicals on time.

If a student has a safety concern on campus the Program of Public Safety will provide a ride. The phone number is 977-RIDE.

Address and Phone Updates

It is the student's responsibility to update his or her phone numbers and addresses. The primary location for updating student information for the University is the Banner system. Updates can be made on Banner or through the Registrar's Office.

The Athletic Training Program also keeps a file of student names, addresses, and phone numbers. If a student's address changes during a semester, it is the student's responsibility to make changes to the information in the program office.

Confidentiality of Records

Program student records are available for review by that student in accordance with federal law and University policy. The records are released to third parties only with the written consent of the student. Third parties include parents or guardians and spouses. Program faculty members and College or University officials will have access to student records as necessary for the performance of their duties. All student records are kept in locked file cabinets within a locked office suite. Students are required to complete the Student Confidentiality Agreement each year.

Dropping/Adding Courses in the Professional Phase of the Program

A student who is considering a schedule change must communicate with their academic advisor and faculty mentor. As courses in the professional phase are intentionally sequenced across semesters, dropping a course may affect progression in the program. Course syllabi list prerequisite courses, and students are not allowed to register for a course if they have not completed the prerequisite course or not passed the prerequisite course with a C- grade or better.

Leave of Absence Policy

A student may request a Leave of Absence for personal, medical or academic reasons, for a period not to exceed one year.

If the leave of absence involves leaving the Athletic Training Program for one to two semesters and remaining at Saint Louis University as a student not following the Athletic Training curriculum outline, the student must complete a Program "Leave of Absence Request Form." The form must be approved by the student's faculty mentor and the Program Director. Copies of the approved Program "Leave of Absence Request Form" will be sent to the student and the student's professional academic advisor.

If the leave of absence involves leaving Saint Louis University for one or two semesters, the student must complete the Saint Louis University Request for Leave of Absence form. The form will be sent to the student, the Registrar and the Office of Student Financial Services. For students who are receiving financial aid through SLU, the Scholarship Defer/Leave of Absence Request Form must be completed through the Office of Student Financial Services.

The student must provide written notification of their intent to return to the Athletic Training Program at least 90 days prior to the anticipated date of reentry. If a student does not provide such written notification, they will be dismissed from the program.

Students typically have a six month grace period for their Federal Stafford and Private loans. The grace period begins the day after the student ceases to enroll at least half-time. After the grace period, students will be required to make payments on the loan. Should a student utilize

their grace period and then register at least half-time, repayment will begin the moment the student drops below half-time or graduates. Students are encouraged to contact the Office of Student Financial Services and their lender to discuss options.

Course and Instructor Evaluation

Faculty and students share the responsibility and accountability for the teaching and learning experiences at Saint Louis University. Therefore students are given the opportunity to provide anonymous written feedback evaluations of individual courses and instructors in the Athletic Training Program at the end of each semester. This feedback is provided to the Program Director for purposes of future course development and individual promotion/tenure decisions.

Students are reminded that the nature of the feedback should reflect their individual perspective of the effectiveness of course and instructional methods. Comments of a more personal nature are inappropriate for this evaluation method.

Program Statistical Data

Program specific data including retention in the professional phase of the program, graduation rates and certification exam pass rates are available on request or at the AT Program Website.

Program Costs

Information regarding tuition, fees and refunds are available through the Office of Financial Aid. Students are advised that tuition and fees may increase each year. Students in the Athletic Training Program pay fulltime tuition for fall and spring semesters of each academic year. The final semester of the Program, which includes full time clinical education rotations, is billed on a per credit hour basis, provided the total number of credit hours for the semester remains below 12. In addition to the tuition fees for the normal academic year, students should expect to pay tuition for coursework during two summers, which is also billed on a per credit hour basis. Additional required costs of the program include course fees, textbooks, and travel to clinical education sites. Students are responsible for room and board arrangements while at the University and during clinical placements.

Complete description of course fees and program costs are listed on the AT Program website: <https://www.slu.edu/programs/graduate/athletic-training-mat.php>.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the

faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

SLU Policy on Face Masks

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - dismissal from the course(s)
 - removal from campus housing (if applicable)
 - dismissal from the University

- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.

4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences

Course Specific Safety

A major tenet of all health care practice is "do no harm." This includes safety for the patient/client, provider, and potential caregiver. Students should be mindful of safe practices in classroom and laboratory settings.

The labs are designed for students to develop psychomotor skill in performing tests/measures and interventions, and to practice clinical reasoning strategies in making clinical decisions. Students will role-play both as patients and clinicians and are responsible for assuring the highest attention to safety in all activities. Students are responsible for informing the course coordinator of any issues that may affect their participation in lab activities. Students will be asked to sign a consent form that indicates their awareness of the responsibilities and risks of participation in the labs.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Safety

The Athletic Training Program is dedicated to ensure the safety of the students. Safety is a collaborative effort by the faculty and students. Students must adhere to course policies regarding safety as well as the following issues as related to safety in the classroom and lab:

1. All biomedical equipment undergoes annual safety inspection by a qualified biomedical engineer. Students are required to report any machines that are malfunctioning so that the instructor can tag and report the malfunctioning item to the biomedical engineer. Malfunctioning items are not used until repaired by the biomedical engineer and approved for use.
2. Unsafe behavior both in and out of class/lab will not be tolerated. Students who demonstrate unsafe or disruptive behaviors may be asked to leave the class/lab and may be subject to disciplinary action.

3. Students are required to dress in attire which does not interfere with academic activity. Students should refer to each course syllabus to determine the appropriate attire for a specific academic activity.
4. Students must report any unusual medical occurrences that happen in the lab and clinical sessions such as rashes, mottling, difficulty breathing, etc. An Accident Report will be completed. Any occurrences which result in personal injury will require follow-up at the Student Health Center.
5. It is the responsibility of the student to report relevant health information if it results in the student not being able to perform an activity. At the discretion of the faculty member, a written note from a physician may be required outlining activity precautions and guidelines. Student “practitioners” should ask for consent and be knowledgeable regarding contraindications and precautions for procedures. Student “patients” should be proactive in protecting themselves and others. Courses may require lab consent forms.
6. Students are required to keep classroom/lab traffic areas free of personal belongings. Traffic areas also should be clear of unnecessary equipment, supplies, electrical cords, water spills, and so on. Students are expected to clean up their area after a procedure is completed.
7. Students will be instructed on the proper storage of lotions, gels, adhesives, and other topical agents to minimize contamination, drying or premature aging of the substance. It is the responsibility of the student to notify the Office of Disability Services and the instructor of allergies or reactions to these products.
8. In order to provide an optimal learning environment which is safe, clean, and comfortable, students are expected to participate in routine lab cleaning procedures following the completion of each lab. Cleaning procedures are supervised by the instructor. Procedures are posted in each of the labs and performed by students at the completion of each lab. Lab clean-up assignments are determined by the instructor. Cleaning solutions are stored in the lab with labels. Center for Disease Control guidelines are utilized regarding the dilution of cleaning material. MSDS forms for hazardous chemicals are available in each lab.
9. “Universal Precautions” is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for bloodborne pathogens. Gloves and masks are available for use to clean up any bodily fluids that may contaminate equipment or supplies.

Emergency Procedures

To ensure the safety of the Athletic Training Program’s students, faculty and visitors, the Department of Public Safety (DPS) and Risk Management have established a Saint Louis University Emergency Response Guide which can be accessed at <http://dps.slu.edu/>. A copy

of the Saint Louis University Emergency Response Guide can be found in each of the classrooms/labs. This Guide outlines basic emergency procedures as well as telephone numbers/addresses for serious emergencies. The labs also contain first aid kits, stethoscopes, and blood pressure cuffs. If a serious or life threatening injury or illness occurs first dial 911 and then call DPS at 977-3000. The ambulance response address for the Allied Health Professions Building is 3404 Rutger Street.

Closings/Inclement Weather

The Department of Physical Therapy and Athletic Training will follow University decisions regarding closing and inclement weather. The University has an Emergency Notification System designed to communicate information to students, faculty and staff. More information is available on the [SLU Department of Public Safety and Emergency Preparedness website](#).

Communicable Disease Policy

Students enrolled in the Athletic Training Program must be aware of the possibility of being exposed to communicable diseases. If a student is exposed to a communicable disease in any setting (home, school, community, clinical site) during the period in which they are enrolled in a clinical experience, they must immediately report the exposure to their Preceptor, Clinical Education Coordinator and Program Director. The Preceptor, Clinical Education Coordinator or Program Director will consult with the appropriate health care professional(s) and determine what action should be taken. The student will be excused immediately from their clinical experience until the current state of the student's health is determined.

When a student is exposed to a communicable disease they must consult with a physician or nurse practitioner before continuing in their clinical experience. The outcome of the consultation will determine when the student may return to their clinical experience and the student must bring documentation from the physician or nurse practitioner to the Preceptor and Clinical Education Coordinator.

Class Attendance and Class Work

The faculty has the responsibility to take steps necessary to ensure students are competent and safe athletic training practitioners upon graduation. This responsibility includes ensuring that students have acquired adequate knowledge and skill to appropriately assess patient problems and determine treatment, which will effectively and efficiently resolve the problems.

Students are expected to be present for classes, give their attention to the information covered, and make maximal use of lecture and laboratory class time to discuss material with instructors and to practice skills. The faculty recognizes the extensive amount of material and the depth of knowledge expected of the students. They are willingly available to assist those students who have made an earnest attempt to understand course content. The faculty has no special obligations to students who have unexcused class absences or who clearly do not attend to the class activities.

The faculty has responsibility to present the course in an organized, clear manner that allows for comprehension by the students. In addition, examinations should be appropriate to the content covered. Students have the obligation to prepare diligently for examinations so that they can provide evidence of understanding and skill in the theory and practice of athletic training.

Faculty members establish written policies and procedures pertaining to class attendance and class work that are suitable for each course. Enforcement is the responsibility of the course coordinator. Students not adhering to course policies are subject to professional warning or probation and ultimately dismissal from the program as indicated in AT Program Policy concerning Professional Behavior.

Smoking and Eating

Smoking is prohibited at Saint Louis University. Absolutely no food, drinks or water are allowed in the Doisy College of Health Sciences student computer lab. No food is allowed in the auditorium, but water in a spill-proof container is permissible. Food and drinks in spill-proof containers are allowed in the other classrooms unless otherwise specified by the course coordinator or instructor.

Employment

While the faculty recognizes the importance of employment for the student's financial welfare, the student's primary responsibility is to his or her academic career. This responsibility includes a priority given to appropriate and timely class attendance and completion of course assignments. Employment responsibilities are to be considered secondary. Employment in settings involving athletic health care may constitute a violation of CAATE and/or professional practice standards. The student is responsible for ensuring employment responsibilities are in accordance with academic and professional policies to avoid professional behavior sanctions.

Classroom Civility

To ensure an optimal learning environment the student must be an active participant in the educational endeavor. The behaviors of the student impact not only his or her own learning, but the learning of their peers.

In order to facilitate an optimal learning environment, students will observe the following:

1. Treat others with respect in all situations.
2. Embrace the diversity of others.
3. Respect differing views shared by students or instructors in classroom and laboratory settings.
4. Do not talk during instructor-led portion of class or on-site/off-site labs unless directed by the instructor.

5. Turn off cell phones: no cell phone sending or receiving of text or voice messages.
6. Utilize computers only for class-related activities.
7. Arrive on time prepared for class or on-site/off-site labs.
8. Return promptly from scheduled breaks.
9. Participate actively in classroom and lab experiences (e.g. ask questions, offer ideas, work with a variety of classmates, etc.)
10. Demonstrate responsibility by notifying the course coordinator, in advance, of any unusual situation that results in tardiness or absence from a classroom or on-site/off-site lab session.
11. Demonstrate responsibility for missed classroom or on-site/off-site lab experiences, e.g., meet with instructor, get notes from and meet with classmates, or consult Blackboard.
12. Practice Athletic Training skills with multiple partners in lab sessions.
13. Dress appropriately for classroom and on-site/off-site lab sessions.

Program Complaint Policy

This policy for addressing program complaints does not include any complaints for which there is an established University, College, or Program policy or procedure, such as grade appeals, academic dismissal appeals, or allegations of racial, sexual, or gender harassment. These matters are covered in the Athletic Training Student Handbook, the University Student Conduct Policies, or through the Office of Diversity and Affirmative Action.

Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. There are two levels of addressing a program complaint, informal and formal. Both of these methods are described below.

The complainant is first urged to resolve the concern/complaint informally, if possible, by contacting the party(s) involved (e.g. course coordinator, faculty member, Program Director, Clinical Education Coordinator, classmate etc.) to discuss the issue. In this case, there is no written documentation of the complaint.

If the concern/complaint cannot be satisfactorily addressed in this manner, the complainant is asked to file a formal complaint with the Program Director to seek resolution of the issue. All formal complaints must be received in writing and must be signed. The Program Director will bring together the involved parties and seek resolution of the issue. The resolution decision will be communicated to all parties in writing. The Program Director will maintain a file of all formal Program Complaints.

Should the complainant not be satisfied with the resolution of the issue at the Program level, an appeal can be made to the Dean of the College. The appeal should state with specificity the facts giving rise to the complaint, the names of persons who have knowledge of the events surrounding the complaint, and the relief sought. It should be signed by the student or other party filing the appeal. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to other

persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person.

The written complaint shall be filed with the Dean within twenty (20) working days after receiving the complaint resolution letter from the Program Director. Upon receipt of the appeal, the Dean shall review the complaint and convene a meeting of interested parties. The Dean shall evaluate the merits of the complaint and recommend a course of action.

Student Honors, Awards and Scholarships

Students in the Athletic Training Program may be eligible for honors and awards to recognize outstanding performance. Selection of award recipients is made based on the established criteria for each award. The decisions of the selection committees are made with great care and consideration, and are not appealable.

Alpha Sigma Nu: Jesuit Honor Society

1. Eligibility: SLU students (minimum Junior standing) with a 3.6 GPA and 60 hours of credit (30 must be from a Jesuit University) are invited to apply.
2. Selection: AT Program Awards Committee provides Dean's Office with candidates for nominations. The Dean selects nominees for Alpha Sigma Nu which are then submitted to the President of the University for his approbation.
3. Criteria: 3 criteria for nominations are: high scholastic achievement (undergraduate cumulative GPA = 3.6), loyalty, and service.
4. Award Announcement: New members are inducted in a ceremony in April.

Alpha Eta Honor Society: National Allied Health Honor Society

1. Eligibility: Graduating Senior (BSES) or MAT student
2. Nominating Committee: AT Program in Awards Committee
3. Criteria:
 - a. Baccalaureate:
 - i. Enrolled in senior year of BSES
 - ii. Overall scholarship average of 3.5 or better (out of 4.0) while enrolled in the program.
 - iii. Capacity for leadership and achievement in their chosen allied health field.
 - iv. Recommended by members through a nominating committee and approved by the Dean of DCHS.
 - v. Membership shall approximate 20% of the graduating class of a specified program. All programs regardless of size, shall have the right to nominate at least one candidate.
 - b. Graduate:
 - i. Enrolled in final year of MAT program
 - ii. Overall scholarship average of 3.8 or better (out of 4.0)
 - c. Evidence of leadership and service (SLU or greater community)
Transfer Students: The University rule is that transfer students must have completed a minimum of 30 hours at Saint Louis University to be eligible for Alpha Eta nomination.
4. Award Announcement: Annual DCHS Fall Alpha Eta Awards Ceremony

Alpha Iota Chapter, Iota Tau Alpha: National Athletic Training Education Honor Society

1. The Purpose of Iota Tau Alpha Athletic Training Education Honor Society is the promotion and encouragement of scholarly activity in athletic training and the recognition of outstanding achievement among students enrolled in athletic training education programs. Iota Tau Alpha activities shall be designed to stimulate interest,

scholarly attainment, and investigation in Athletic Training Education, and to promote the dissemination of information among students of Athletic Training Education.

2. Eligibility:
 - a. Regular members shall:
 - i. Have completed at least 3 semesters of academic work toward the athletic training degree,
 - ii. Have a minimum cumulative grade point average of 3.5,
 - iii. Be in good standing according to their program retention criteria.
 - b. Graduate members shall:
 - i. Be a graduate student currently enrolled in the AT Program.
3. Selection Committee: Iota Tau Alpha Executive Board
4. Recognition: Iota Tau Alpha Initiation Ceremony in Spring Semester

Doisy College of Health Sciences (DCHS) Alumni Association Graduating Students of the Year Award

1. Eligibility: one graduating senior, one graduating post-baccalaureate student. Each of the 7 departments in DCHS can nominate one student in each category.
2. Selection Committee: DCHS Alumni Association
3. Criteria:
 - a. Grade Point Average: 3.5 or above cumulative grade point average
 - b. Participation in activities and organizations
 - c. Professional competence
 - d. Intellectual and cultural pursuits
 - e. Jesuit philosophy essay
4. Award Announcement: May DCHS Pre-Commencement Ceremony

MAT Graduation Awards

Academic Excellence Award

1. Eligibility: Graduating MAT students
2. Selection Committee: AT Program Awards Committee
3. Criteria: Highest GPA in AT Program Professional Phase coursework.
4. Award Announcement: May MAT Celebration Ceremony

Community Service Award

1. Eligibility: Graduating MAT students
2. Selection Committee: AT Program Awards Committee
3. Criteria: Significant participation in community service through entire academic career. Nominated by students (including self), faculty or staff.
4. Award Announcement: May MAT Celebration Ceremony

Professional Service Award

1. Eligibility: Graduating MAT students
2. Selection Committee: AT Program Awards Committee
3. Criteria: Significant participation in service to the profession through entire academic career. Nominated by faculty or staff.
4. Award Announcement: May MAT Celebration Ceremony

Clinical Excellence Award

1. Eligibility: Graduating MAT students
2. Selection Committee: AT Program Awards Committee
3. Criteria: Excellence in clinical performance. Nominated by faculty, staff or preceptor.
4. Award Announcement: May MAT Celebration Ceremony

AT Program Scholarships

Saint Louis University Clarence “Bob” Bauman Endowed Scholarship in Athletic Training

1. Eligibility: MAT students entering second professional year.
2. Selection Committee: AT Program Awards Committee
3. Criteria: Cumulative GPA of 3.60 or greater out of 4.00, resume, personal statement and two professional references.
4. Award Announcement: Prior to fall semester of second professional year
5. Recognition: Iota Tau Alpha Initiation Ceremony in conjunction with the Speaker's Series Event in Spring Semester

Saint Louis University Brandi Burgett Memorial Award and Scholarship

1. Eligibility: MAT students entering second professional year.
2. Selection Committee: AT Program Awards Committee
3. Criteria: Resume, personal statement and two professional references.
4. Award Announcement: Prior to fall semester of second professional year
5. Recognition: Iota Tau Alpha Initiation Ceremony in conjunction with the Speaker's Series Event in Spring Semester

Information on external scholarships available to AT students is available on the AT Program web site.

**Saint Louis University
Athletic Training Program
Program Handbook**

CLINICAL EDUCATION SECTION

Table of Contents

Glossary of CAATE Terminology	2
CAATE Standards	8
Clinical Education Evaluation	17
Clinical Education Requirements	20
Clinical Education Dress Regulations	21
Emergency Cardiac Care and Blood Borne Pathogens Certification	22
Physical Exam	22
Medical Health Insurance	23
Liability Insurance	23
Criminal Background Check & Drug Screening	23
Transportation for Clinical Education	24
Extra Benefits at Clinical Site	24
School Cancellations at Clinical Site	24
Contacting the Athletic Training Program	25

Appendices

- I. Saint Louis University Information Guide
- II. Athletic Training Program Forms

Glossary of CAATE Terminology

To ensure proper communication between all entities of the Saint Louis University Athletic Training Program, the Commission on Accreditation of Athletic Training Education (CAATE) definitions is listed here:.

Academic year: Customary annual period of sessions at an institution. The academic year is defined by the institution.

Adjunct faculty: Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

Affiliation agreement: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. See also Memorandum of understanding.

Assessment plan: A description of the process used to evaluate the extent to which the program is meeting its stated educational mission, goals, and outcomes. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of clinical education, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the framework.

Associated faculty: Individuals with a split appointment between the program and another institutional entity (for example, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple supervisors.

Athletic trainer: Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. An athletic trainer is state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification. See also Clinical education.

Biometrics: Measurement and analysis of physical characteristics and activity.

Clinical education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

Clinical site: A facility where a student is engaged in clinical education.

Contemporary expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Core faculty: Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed. A core faculty member must be an athletic trainer or physician.

Durable medical equipment: Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.

Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

Evidence-based practice: The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.³

Faculty: See Adjunct faculty; Associated faculty; Core faculty.

First-time pass rate on the Board of Certification examination: The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three years on their website: the number of students graduating from the program who took the examination; the number and percentage of

students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

Foundational knowledge: Content that serves as the basis for applied learning in an athletic training curriculum.

Framework: A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

Goals: Specific statements of educational intention that describe what must be achieved for a program to meet its mission.

Graduate placement rate: Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

Health care informatics: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.

Health literacy: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

International Classification of Functioning, Disability, and Health (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.⁶

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

Medical director: Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA- approved specialty board and who serves as a resource regarding the program's medical content.

Memorandum of understanding: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

Mission: A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes: Indicators of achievement that may be quantitative or qualitative.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.⁸

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two academic years.

Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.¹⁰

Program graduation rate: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of “normal time” for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

Program personnel: All faculty (core, affiliated, and adjunct) and support staff involved with the professional program.

Program retention rate: Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following academic year. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

Quality assurance: Systematic process of assessment to ensure that a service is meeting a desired level.

Quality improvement: Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups. Quality improvement includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.¹²

Scholarship: Scholarly contributions that are broadly defined in four categories.¹³

- Scholarship of discovery contributes to the development or creation of new knowledge.
- Scholarship of integration contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- Scholarship of application/practice applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- Scholarship of teaching contributes to the development of critically reflective knowledge associated with teaching and learning.

Simulation: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.¹⁴ See also Clinical education.

Social determinants of health: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.

Socioeconomic status: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supplemental clinical experiences: Learning opportunities supervised by health care providers other than athletic trainers or physicians. See also Clinical education.

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

Value-based care models: Health care delivery system focused on the value of care delivered rather than on a fee- for-services approach.

CAATE Standards

The following CAATE standards pertain directly to clinical education:

Standard 9: All courses used to fulfill athletic training clinical experience requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.

Standard 10: Students fulfill all athletic training clinical experience requirements and curricular content standards (Standards 56 through 94) within the professional program.

Standard 14: A program's clinical education requirements are met through graduate courses and span a minimum of two academic years.

Standard 15: A program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

Standard 16: The clinical education component is planned to include at least one athletic training immersive clinical experience.

Annotation An athletic training immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).

Standard 17: A program's clinical education component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients

- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different socioeconomic statuses,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

Standard 18: Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

Standard 22: All sites where students are involved in clinical education (excluding the sponsoring institution) have a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.

Standard 29: The program ensures that each student is oriented to the policies and procedures of their clinical site.

Annotation: Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for athletic training and supplemental clinical experiences must include (but is not limited to) the following:

- *Critical incident response procedures (for example, emergency action plans)*
- *Blood-borne pathogen exposure plan*
- *Communicable and infectious disease policies*
- *Documentation policies and procedures*
- *Patient privacy and confidentiality protections*
- *Plan for clients/patients to be able to differentiate practitioners from students*

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

Standard 30: Educational opportunities and placements are not prejudicial or discriminatory.

Standard 31: Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.

Standard 32: Regular and ongoing communication occurs between the program and each preceptor.

Standard 33: All active clinical sites are evaluated by the program on an annual basis.

Standard 40: The coordinator of clinical education is responsible for oversight of the clinical education portion of the program. This includes the following responsibilities:

- Oversight of student clinical progression
- Student assignment to athletic training clinical experiences and supplemental clinical experiences
- Clinical site evaluation
- Student evaluation
- Regular communication with preceptors
- Professional development of preceptors
- Preceptor selection and evaluation

Standard 45: Preceptors are health care providers whose experience and qualifications include the following:

- Licensure as a health care provider, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for preceptors who are solely credentialed as athletic trainers
- Planned and ongoing education for their role as a preceptor
- Contemporary expertise

Standard 46: Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. Preceptors who are

athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

Standard 47: The number and qualifications of preceptors are sufficient to meet the clinical education needs of the program.

Standard 48: Program faculty and preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

Professional Program Curricular Content

The professional program content will prepare the graduate to do the following:

Core Competencies: Patient-Centered Care

Standard 56: Advocate for the health needs of clients, patients, communities, and populations. Annotation: Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

Standard 57: Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.

Standard 58: Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Standard 59: Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

Standard 60: Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

Core Competencies: Interprofessional Practice and Interprofessional Education

Standard 61: Practice in collaboration with other health care and wellness professionals.

Core Competencies: Evidence-Based Practice

Standard 62: Provide athletic training services in a manner that uses evidence to inform practice.

Core Competencies: Quality Improvement

Standard 63: Use systems of quality assurance and quality improvement to enhance client/patient care.

Core Competencies: Health Care Informatics

Standard 64: Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Core Competencies: Professionalism

Standard 65: Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66: Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 67: Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 68: Advocate for the profession.

Annotation Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers.

Patient / Client Care

Care Plan

Standard 69: Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly

- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Examination, Diagnosis, and Intervention

Standard 70: Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

Standard 71: Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:
 - Cardiovascular system (including auscultation)
 - Endocrine system
 - Eyes, ears, nose, throat, mouth, and teeth
 - Gastrointestinal system
 - Genitourinary system
 - Integumentary system
 - Mental status

- Musculoskeletal system
- Neurological system
- Pain level
- Reproductive system
- Respiratory system (including auscultation)
- Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

Standard 72: Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Standard 73: Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 74: Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 75: Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Standard 76: Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

Standard 77: Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

Standard 78: Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- Durable medical equipment
- Orthotic devices
- Taping, splinting, protective padding, and casting

Prevention, Health Promotion, and Wellness

Standard 79: Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Standard 80: Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 81: Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Standard 82: Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

Standard 83: Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 84: Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 85: Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

Standard 86: Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Standard 87: Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

Health Care Administration

Standard 88: Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 89: Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Standard 90: Establish a working relationship with a directing or collaborating physician. Annotation This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, “The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.”

Standard 91: Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Standard 92: Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

Standard 93: Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

Standard 94: Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

Clinical Education Evaluation

I. Clinical Education Evaluation Plan

- a. The Preceptor will evaluate students at the clinical site with written reports at the midpoint (formative) and end (summative) of each clinical education experience.
- b. The evaluation tools were designed to provide a uniform and consistent instrument to measure ATS performance for all levels of clinical education experience.
- c. All evaluations pertaining to clinical experience are to be completed through A-Track.

II. Clinical Education Site Visits

- a. The CEC will conduct at least two visits per full semester clinical education rotation for each student.
 - i. The first visit should be scheduled with the Preceptor prior to the midpoint of each clinical education experience.
 - ii. The CEC or an appointed representative of the CEC will make such contacts. A representative for the CEC may be one of the academic athletic training faculty members.
 - iii. The second visit will not be formally scheduled with either the student or the Preceptor.
- b. The CEC and/or representative is responsible for the following:
 - i. Meeting with the student at their assigned clinical site to discuss:
 1. Types of learning experiences (diagnosis seen, treatment techniques observed and practiced, evaluation techniques observed and practiced, and other specific learning experiences, populations treated).
 2. Type and frequency of interaction with the Preceptor.
 - ii. Meeting with the Preceptor to discuss:
 1. The student comments about the clinical education experience (types of learning activities and degree/type of supervision).
 2. The strengths of the student's performance.
 3. The weaknesses of the student's performance.
 4. If problem(s) are identified the CEC should discuss possible solution(s) to the problem(s) with the Preceptor and the student.
 5. Documenting the contact using the AT Program Clinical Education Report Forms.
- c. The Preceptor is responsible for:
 - i. Approval of the ATS clinical experience hours on A-Track, including the date, time and nature of the experience.
 - ii. Completion of the mid-rotation evaluation form of the ATS performance PRIOR to the arrival of the CEC or representative using A-Track.
 - iii. Meeting with the CEC or representative to discuss:
 1. The strengths and weaknesses of the ATS performance.
 2. The thoroughness and effectiveness of the ATS academic preparation for the clinical education experience.

- d. The ATS is responsible for:
 - i. Informal assessment of their clinical learning experience PRIOR to the CEC or representative's arrival.
 - ii. Meeting with the CEC to discuss:
 - 1. Types of learning experiences (diagnosis seen, treatment techniques observed and practiced, evaluation techniques observed and practiced, and other specific learning experiences, populations treated).
 - 2. Type and frequency of interaction with the Preceptor.
 - 3. Their own performance (strengths versus weaknesses).
- e. If problem(s) are determined, the CEC should discuss possible solution(s) to the problem(s) with the Preceptor and the ATS.

III. ATS Evaluation of the Clinical Education Experience

- a. ATS evaluation of the clinical education experience is used to assist the development of the clinical educational site, and to provide information for other students.
- b. The evaluation form is to be completed by each ATS during the final weeks of each clinical education experience.
- c. The evaluation forms are completed on A-Track and can be accessed by the CEC; a second copy is e-mailed to the Preceptor at the affiliated site.

IV. Grading for the Clinical Education Experience

- a. The grading for the clinical education courses are based upon a letter system. To obtain credit for the course, the ATS must complete the following:
 - i. All of the objectives for the course as described in the Clinical Practicum course syllabus.
 - ii. Through A-Track, complete all required clinical education forms.
- b. The student will also evaluate the clinical education experience, the clinical site, and the Preceptor using A-Track. These evaluations will be shared at the time of the final evaluation.
- c. If the student is not performing at a satisfactory level at any time during the clinical education experience, the Preceptor and the CEC will work together to determine the problem(s) and propose solutions to remedy the situation.
- d. If the student continues to perform at an unsatisfactory level at the time of the final evaluation, the CEC and the PD will determine if the student should receive credit for the Clinical Practicum course.
- e. Failure to receive credit in the Clinical Practicum course will result in the student receiving one of the following grades: "W" (withdraw), "I" (incomplete), or "F" (fail) based on the decision of the the CEC and the PD.
- f. If the student receives a "W" or an "I" grade, the student will meet with the CEC and the PD to determine the most appropriate form of remediation. Remediation must be completed prior to the student starting the next full-time Clinical Practicum course. Successful completion of all full-time clinical education experiences is required for students to be eligible for graduation with a MAT degree.

- g. A grade or "F" will result in failure of the course. Refer to the policy on failure of a course in the AT Program in the Academic Section of the AT Program Handbook for further details. The student's record will be reviewed for appropriate action by the Athletic Training faculty.

V. **ATS Withdrawal Policy:** ATS withdrawal from a clinical educational site may occur for the following reasons:

- a. **Unsatisfactory student clinical performance:** According to the clinical education site, the ATS behaves or exhibits characteristics that are detrimental to the clinical site in carrying out its health care responsibilities. If the CEC is not available the request should be made to the PD. The PD and/or CEC will respond to the request within two working days.
- b. **Unsatisfactory clinical education experience:** If the clinical educational experience does not meet the needs of the ATS, does not meet CAATE standards, or there is knowledge of unsafe or unethical patient care at the affiliated site, the ATS will be withdrawn. The CEC will contact the PD and will discuss the rationale for the necessity of student withdrawal from the affiliated site. The CEC will contact the Preceptor and will discuss the rationale for the necessity of ATS withdrawal from the affiliated site.

VI. **Unsatisfactory student academic performance:**

- a. If the academic progress being made by the ATS is unsatisfactory, the ATS will be withdrawn from their clinical practicum rotation.
- b. The CEC will contact the Preceptor and will discuss the rationale for the necessity of ATS withdrawal from the affiliated site.

Clinical Education Requirements

I. Technical Standards Certification Form

- a. Certifies student's ability to meet the physical demands of the program.
- b. Completed at physical exam appointment

II. Authorization to Release Information Form

III. Student Health Record

- a. Personal Health History Form(student signature)
- b. Physical Examination Form (physician signature)
- c. 2-step TB (health professional signature)
- d. Measles, Mumps, and Rubella Immunity Report
- e. Hepatitis B (at least the completion of the 1st dose or the refusal)
- f. Health Insurance Reporting Form (copy of front and back and student signature)

IV. Emergency Cardiac Care Report Form

- a. Copies of the front and back of cards (including student's signature) prior to August 1 of each year.
- b. Must include American Red Cross CPR / AED for the Professional Rescuer or equivalent
- c. Equivalent certifications may be accepted upon review of course outline by Athletic Training Program Director

V. Bloodborne Pathogens Training Certificate

- a. Complete online training module for Bloodborne Pathogens
- b. Print certificate with name and date included.

VI. Criminal Background Checks

- a. Schedule appointment online through SLU website
- b. Verification of the completion of a criminal background check.
- c. To schedule your appointment: Go to the Registrars webpage and click on "Criminal Background Checks".
- d. University Compliance Office Telephone Number: (314) 977-6636

VII. HIPAA (Health Insurance Portability & Accountability Act) Quiz (online)

- a. Review all of the HIPAA modules and complete the quiz by August 1st.
- b. The student must receive a minimum grade of 75% for the quiz to be accepted.

VIII. Liability Insurance Verification (online)

- a. Liability Insurance is provided through a University-wide policy.
- b. Student must enroll through Risk Management and print out verification.

Clinical Education Dress Regulations

I. Clinical Sites Where a Uniform is Utilized

- a. A Saint Louis University ID Badge is required at all affiliated sites.
- b. Coordinate type of dress with the Preceptor, if apparel is issued by the affiliated site, that apparel is required.
- c. Shirts must have a collar or a neckline that covers the student's collar bones and should be the appropriate length to cover the student's torso.
- d. Shoes must be functionally appropriate for the type of dress. In most cases athletic shoes are recommended.
- e. Dress shoes must have a closed low heel with a closed toe and must have a nonskid sole.

II. Clinical Sites where a standard uniform is not utilized:

- a. Saint Louis University ID badge is required at all affiliated sites.
- b. Students may choose clothes appropriate for the situation.
- c. Blue jeans are NOT acceptable for male or female students at ANY site under ANY circumstances.

III. General Appearance Guidelines

- a. If working outdoors, changes in weather should be anticipated. The student should come prepared for abrupt changes in heat or cold and in rain or snow.
 - b. Saint Louis University ID badge - should be worn for activities related to clinical experiences or academic labs held in clinical environments
 - c. Hairstyle should be conservative.
 - i. Hair should not interfere with clinical practice.
 - ii. If the ATS has questions regarding this, please consult the Preceptor.
 - d. Jewelry, make-up and accessories should be kept basic.
 - i. Students should have a watch with a second hand (digital watches are not acceptable unless seconds can easily be measures).
 - ii. Fingernails should be kept short and safe for patient care.
 - iii. Perfume/cologne should be used very sparingly or not at all.
 - iv. If the ATS has questions regarding this, please consult the Preceptor.
- IV. The student may be asked to leave a clinical site if the dress code is being violated. Additional breaches of this policy may result in the student receiving a Professional Behavior Warning.

Emergency Cardiac Care (ECC) and Bloodborne Pathogens Certification

Athletic Training Students must have American Red Cross (or equivalent) certification in CPR/AED for the Professional Rescuer and Bloodborne Pathogens prior to their first clinical practicum. CPR/AED certification must be current throughout a student's enrollment in the AT Program. On-line CPR/AED certifications are not acceptable. It is the student's responsibility to complete, pay for, and provide documentation of this certification to the Clinical Education Coordinator. Students with expired certifications will not be allowed to participate in clinical practice.

Bloodborne pathogen training is required each year and is available as an online module and quiz. The Clinical Education Coordinator will sign each student up for the training prior to the first clinical experience and the certificate that is generated when the quiz is finished must be presented to CEC and placed in private student file prior to the student going out to first clinical site.

Physical Examination

In order to meet the requirements for clinical sites, proof of a current physical examination must be submitted prior to clinical rotations. The physical examination packet includes a health history, physical examination results, and immunization records including Hepatitis B vaccination and a 2-step TB skin test. It is the student's responsibility to arrange an appointment with his/her physician and return a completed Student Health Record to the Clinical Education Coordinator. In subsequent semesters, the medical information required may vary depending on the requirements of a student's clinical site. All students are required to obtain an annual TB test during the professional phase of the program. Students with positive TB skin test results will be required to complete an annual systems review with the Student Health nurse at SLU. Once clinical assignments are announced, each student is responsible to review the site's requirements and meet any additional requirements of the site. Failure to complete all requirements of the Athletic Training Program and the clinical site will result in a delay in the start of the clinical experience.

Medical Health Insurance

Students must have current medical health insurance during their enrollment at Saint Louis University. Students must provide a current copy of their medical health insurance card for their Clinical Education Student Health File.

Liability Insurance

Students are covered by Saint Louis University malpractice insurance for all forms of clinical practice. Students receive a Letter of Indemnity annually during the Professional Phase of the program outlining the coverage of the malpractice insurance. Students must return an electronic receipt of the Letter of Indemnity.

Criminal Background Check and Drug Screening

A majority of the Doisy College of Health Science's Clinical Experience sites mandate that criminal background checks (CBC) be performed on all persons having any opportunity for patient/client interaction. This includes employees and volunteers, as well as students. A CBC revealing a conviction for certain crimes could result in a ban from participation in clinical experiences and thus prevent graduation. Therefore, every student in the Doisy College of Health Sciences whose academic program requires her/him to participate in clinical experiences in an affiliate institution is required to undergo the level of CBC required by their major department.

The Office of the Registrar has a detailed policy that outlines the procedure for obtaining a CBC through the university. Please refer to the registrar's office (977-6636) or the AT Program Office for a copy of this policy.

The timing of a CBC will be in concert with the student's department or school policies. A single negative check does NOT preclude the requirement of additional checks at a future time. Students should be aware that any affirmative results from a CBC could restrict ability to participate in a clinical experience and therefore restrict ability to complete degree requirements. In addition, the lack of an acceptable report on a CBC could bar the student from sitting for licensure examinations and thus from practice in certain professions.

In the event that a student's CBC is reported "affirmatively" the student will have the opportunity to contest the report by requesting an additional CBC. The rationale and policy governing the repetition of an allegedly erroneous CBC is found in the federal Fair Credit Reporting Act (FCRA). In the event that an affirmative report is confirmed the compliance officer will notify the designated program official and the student. The designated program official will subsequently inform the department chair who will notify the Dean of the Doisy College of Health Sciences. This policy is included in the appendix.

Drug screening may be required prior to the start of a clinical experience depending on the individual requirements of clinical sites. Students assigned to a clinical site which requires the verification of a negative drug screen prior to the start of a clinical experience must complete this test through the Saint Louis University Office of Student Health. Students are responsible for the cost of the drug screen.

Transportation for Clinical Education

Students are responsible for their own transportation to/from all clinical experiences. Whenever possible, students without cars are placed at facilities that are 1) close to their housing, 2) available via public transportation, 3) on a route so the student could carpool with other students from Saint Louis University.

Saint Louis University provides the opportunity for carpool situations. It is up to the individual students involved to make arrangements for carpools or any other means of transportation to the clinical site. It is asked that all students consider fairness in carpool situations, by sharing the driving responsibilities or cost of gas as well as being on time for the carpool.

Extra Benefits at Clinical Site

Athletic Training Students may be given opportunities at certain clinical rotations above and beyond the program requirements. These opportunities are viewed as privileges and can be revoked at any time at the discretion of the Preceptor. Any misuse of resources at the affiliated site is grounds for disciplinary actions and possible dismissal from the rotation or the program.

School Cancellations at Clinical Education Site

If school and/or student activities are cancelled at the affiliated site due to weather or some other condition, the ATS should not be required to travel to the affiliated site. If conditions clear, the ATS has the option to attend practices, etc. at the affiliated site, but cannot be required to attend.

Contacting the Athletic Training Program

Any ATS, Preceptor may call the CEC or the PD for any of the following reasons:

1. To report student illness or absence (it is the student's responsibility to inform the school)
2. To confirm policies/procedures of the clinical education program with the Clinical Education Coordinator
3. To ask for any forms or information that the site did not receive,
4. To discuss with the Clinical Education Coordinator any problems or potential problems that are occurring during the clinical rotation
5. To check with academic faculty regarding subject matter taught
6. To discuss any other matter with a member of the Clinical Education Coordinator or academic faculty regarding clinical education or the curriculum at Saint Louis University

Athletic Training Program Phone: 314-977-8561.

CEC Emergency Contact Number: 636-222-7917 (Use this number evenings, weekends and holidays to speak to the Clinical Education Coordinator for urgent situations.)

Athletic Training Program Fax: 314-977-6988

APPENDICES

I. Saint Louis University Information Guide

II. Athletic Training Program Forms

- ☐ Notification of Policies Form
- ☐ Student Confidentiality Agreement
- ☐ Authorization to Release Information
- ☐ Hepatitis B Report
- ☐ MMR Report
- ☐ Student Health Record
- ☐ TB Test Report
- ☐ Technical Standards Policy
- ☐ Technical Standards Document
- ☐ Technical Standards Certification
- ☐ Doisy College of Health Sciences Criminal Background Check Policy
- ☐ Doisy College of Health Sciences Drug Screening Policy
- ☐ Missouri AT Advisory Board Presentation - Statement of Understanding
- ☐ Consent for Photo/Media Release
- ☐ Professional Behavior Advisement Form
- ☐ NATA Code of Ethics
- ☐ SLU Letter of Indemnity

APPENDIX I

Saint Louis University Information Guide

Click on any of the links below to locate SLU information on the following topics:

Academic Advisors – Student Success Center

Monteleone Hall Student Number: 314-977-8992

Responsible for the academic orientation and academic advising of freshmen, transfer students, and all undergraduate students within the Doisy College of Health Sciences.

Academic Calendar

<http://www.slu.edu/x22706.xml>

This is the schedule of the Academic year. It includes information about first day of classes, dates of final examinations, University holidays, etc.

Billiken Shuttle Buses

<https://www.slu.edu/parking/on-campus-transportation/shuttle-services.php>

Provides free transportation on campus via four shuttle bus routes (Frost Loop, Frost/HSC, Parks, and an Evening Shuttle). For schedule, location of bus stops, and other information students can contact Transportation Services at **314-977-7128** or pick up a bus schedule at the Information Center in **Ehrhart Hall, First Floor**

Cashier Office

<https://www.slu.edu/financial-aid/paying-your-bill/index.php>

DuBourg Hall Rm. 04 314-977-2405

Produces billing statements and accepts payments from students.

Campus Ministry

<https://www.slu.edu/life-at-slu/campus-ministry/index.php>

Wuller Hall (Loyola Center) 314-977-2425

Encourages students to grow in their own faith and to find support for that growth within the University community. It offers a variety of programs and opportunities for faith development. Campus ministers are available to meet personally with students.

Career Services

<https://www.slu.edu/life-at-slu/career-services/index.php>

BSC Suite 331 314-977-2828

Career Services can assist the student in deciding on a major that fits the student's talents and interests. Students can look for a job through Career Services. Students can stop by or make an appointment with a career counselor. Through Career Services, students can discover up-to-date information on career exploration, job search tips, job fairs, and on-campus recruiting and job postings.

Center for Accessibility and Disability Resources (CADR)

<https://www.slu.edu/life-at-slu/student-success-center/disability-services/index.php>

(located within Student Success Center)

BSC 331 314-977-3484

Provides accommodation in the classroom for students with documented physical and learning disabilities.

Class Cancellation and University Closure

314-977-7669 (314-977-SNOW)

<http://www.slu.edu/human-resources-home/emergency-operations-and-closure-policy>

Students can access up-to-date information on the status of classes during any emergency situation.

Computer Labs

General use computer labs are available in the following locations. Students should call each lab for hours of operation.

Students must present a SLU I.D. for access to all computer labs.

McDonnell-Douglas Hall (Rm. 2030) – 314-977-1669

Pius Library (near the information desk)

Doisy College of Health Sciences (Rm. 0027)

Medical School Library

Cross Cultural Center 314-977-2805

Provides a welcoming setting to immerse students in cross cultural experiences, events and programs.

Department of Public Safety 314-977-3000 <https://www.slu.edu/about/safety/>

This University department provides for the safety and security of all students, staff, and faculty on campus. Rides are available on campus at 314-977-RIDE.

Honors Program

www.slu.edu/departments/honors

Verhaegen Hall Rm. 117 314-977-3951

Provides special opportunities to intensify intellectual and cultural interest for its participants. Coordinates special events, provides curricular planning, and distributes the Honors newsletter.

Housing & Residential Life

<https://www.slu.edu/housing/index.php>

The Student Village Apartments - Building B 314-977-2811

Coordinates housing assignments in 11 residence halls and apartments on campus. Provides programming opportunities for residents. Supervises Paraprofessional and Professional staff within the residence halls.

Information Technology Services

www.slu.edu/x11095.xml E-mail: helpdesk@slu.edu

Busch Student Center Rm. 137 314-977-4000

Provides assistance with computer and information technology.

International Services

<https://www.slu.edu/international-services/index.php>

Des Peres Hall, Room 102 314-977-2318

Offers orientation, immigration advising, Visa/passport information, Peer/Host Family Programs and social/cultural activities for international students and scholars.

Instructional Media Center

Xavier Annex Rm. 103 314-977-2919

Supports technology use through Circulation, Production and “Do-it-Yourself” Lab. Offers most basic media material needed for class projects.

Office of Institutional Equity and Diversity

<https://www.slu.edu/general-counsel/institutional-equity-diversity/index.php>

DuBourg Hall Room 219 314-977-3838

Preprofessional Health Studies

<https://www.slu.edu/academics/undergraduate/pre-health-pre-law/pre-health/index.php>

Verhaegen Hall (VH) Rm. 314 314-977-2840

Assists students with curricular program planning, mediating admissions requirements, and application processes to medical and professional health schools (medical, dental, veterinary).

Pre-Law Program

<https://www.slu.edu/academics/undergraduate/pre-health-pre-law/pre-law/index.php>

Verhaegen Hall Rm. 117b 314-977-2908

Assists with curriculum designing and advising regarding law school admissions. Conducts quarterly LSAT “prep” courses, moderates the Pre-Law Fraternity, distributes the Advocate, and sponsors various related activities. ***Pre-Law Scholars Program is available to qualified incoming freshmen.

Sexual Harassment Policy

<http://www.slu.edu/x40874.xml>

Policy addressing sexual harassment.

SLU Catalog

<https://www.slu.edu/services/registrar/catalog/>

Student Conduct Policies

<https://www.slu.edu/life-at-slu/community-standards/index.php>

BSC Room 313 314-977-7280

Student conduct policies apply to all students’ behavior on campus. It is important that students review these policies and comply with them.

Student Financial Services

<https://www.slu.edu/financial-aid/contact.php>

E-mail: sfs@slu.edu

DuBourg Hall Rm. 121 314-977-2350

The staff will answer questions or concerns about financial aid eligibility. The staff will do everything possible to assist students and their families in affording SLU and addressing their scholarship and financial aid questions.

Student Health Center <https://www.slu.edu/life-at-slu/student-health/index.php>
Marchetti Towers East 314-977-2323

Counseling Center: provides assistance with: managing stress/anxiety, relationships or roommate problems, making important personal life decisions, alcohol use concerns, etc. Students should call to arrange a confidential appointment with a counselor.

Student Health: offers services of a physician, nurse, physical therapist or medical assistant for students. Includes lab tests, immunizations, allergy injections, physical therapy, physical exams, gynecological services, wellness programs, etc. Appointments are encouraged.
***State Law mandates that an updated immunization record must be on file at the Student Health Center.

Center for Service and Community Engagement
Busch Student Center (BSC) Rm. 319 314-977-2805

Center for Leadership & Community Service
<https://www.slu.edu/life-at-slu/center-for-service/index.php>
Students can contribute their time, talents and skills to the world around them. The Center for Leadership and Community Services can assist in identifying volunteer opportunities, service projects and coordinating academic credit options.

Student Involvement Center: <https://www.slu.edu/life-at-slu/student-involvement>
Want to get involved in student organizations on campus? Information on fraternities, sororities, student governing boards, programming boards, media organizations and special interest groups.

Student Success Center
<https://www.slu.edu/life-at-slu/student-success-center/index.php>

Medical Center, SON 114 314-977-8992
BSC, Suite 331 314-977-3484

Provides students with a “one-stop-shop” for academic and personal success: Offices include: Career Services, Major Exploration Advising Office, Center for Accessibility and Disability Resources (CADR)

Study Abroad Programs
<http://studyabroad.slu.edu>

Des Peres Hall Rm. 102 314-977-2309

This office assists students in their plans to study abroad. This includes study abroad at the Saint Louis University Madrid Campus.
Madrid Campus: <http://spain.slu.edu>

Testing Centers

<https://www.slu.edu/life-at-slu/student-success-center/disability-services/testing-centers.php>

Beracha Hall, 3721 Laclede Avenue, Room 103 314-977-2963

Provides opportunities for students to take GRE, TOEFL, CLEP, MAT and CBASE exams.

University Libraries

<http://libraries.slu.edu/>

Libraries of the University, which include Pius Library, Omer Poos Law Library, Health Services Center Library, and Vatican Film Library. Services include: classroom library presentations, orientation tours, on-line search service (fee may be assessed), CD-ROM databases, Research Assistance Program and library guides. Computer/media labs also on-site.

University Registrar

<https://www.slu.edu/registrar/contact-us.php>

DuBourg Hall Rm. 22 314-977-2269

Responsible for registration, recording of students' academic progress, transcript distribution, enrollment certification, veterans' certification, graduation and the publication of class schedules and catalogs.



**Doisy College of Health Sciences
Athletic Training Program**

Notification of Policies

I have attended an orientation session regarding the Athletic Training Program Handbook. I understand it is available to view on the program website:
<http://www.slu.edu/x26231.xml>

I recognize it is my responsibility to be familiar with these policies. If questions or problems arise in regard to these policies I can and will contact my mentor.

I understand that parts of this handbook may be modified and I need to be cognizant of those changes.

Date: _____

Print Name: _____

Signed: _____

Please check appropriate class:

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Professional Year I (4th Year) Student
- ☐ Professional Year II (5th Year) Student

Please return this form to:

Athletic Training Program
Saint Louis University
3437 Caroline Ave.
St. Louis, MO 63104



**Doisy College of Health Sciences
Athletic Training Program**

Student Confidentiality Agreement

I have been asked by the Athletic Training Program at Saint Louis University to abide by the Program handbook and professional standards as they relate to maintaining the confidentiality of all information. I understand that the Athletic Training Program reminds its students of their confidentiality obligation on a periodic basis to help ensure compliance.

I agree to maintain confidentiality of all information, data and the like in electronic, paper, or verbal form that is considered by the Athletic Training Program to be private and confidential which includes, but is not limited to, information contained within file folders located in Program's offices and clinical sites, test/quiz scores, laboratory practical results, health information, criminal background checks, and transcripts. I agree not to reveal, disclose or otherwise allow any other person(s) to gain access, directly or indirectly, to confidential information.

I understand that I will be subject to disciplinary action if I violate this Confidentiality Agreement. Disciplinary action may include dismissal from the Athletic Training Program. By my signature below, I commit to maintaining confidentiality.

Print Name_____

SLU ID Number:_____

<input type="checkbox"/> Freshman	Signature:_____	Date:_____
<input type="checkbox"/> Sophomore	Signature:_____	Date:_____
<input type="checkbox"/> Junior	Signature:_____	Date:_____
<input type="checkbox"/> Senior/PY I	Signature:_____	Date:_____
<input type="checkbox"/> Prof. Yr II	Signature:_____	Date:_____



**Doisy College of Health Sciences
Athletic Training Program**

AUTHORIZATION TO RELEASE INFORMATION

I am scheduled for clinical experiences outside of Saint Louis University. The institutions where I am scheduled to complete my clinical education require that the Saint Louis University Athletic Training Program release my phone number, social security number, immunization and PPD records, the results of my criminal background check, documentation of my HIPAA and OSHA education attendance before I begin clinical training.

Therefore, I authorize the Saint Louis University Athletic Training Program to release my phone number, social security number, immunization and PPD records, background check, and attendance records for HIPAA and OSHA education to the institutions where I am scheduled for clinical education.

This permission extends for the duration of my enrollment as a student at the Saint Louis University Athletic Training Program. I understand that I may withdraw this permission by notifying the Athletic Training Program's Clinical Coordinator in writing. However, withdrawal of this authorization will not affect information that has already been released.

I understand that withdrawing my permission may prevent my placement at outside clinical sites and prevent my completion of the Saint Louis University Athletic Training Program.

I understand that the information disclosed pursuant to this authorization, may be subject to re-disclosure by the recipient institutions and may no longer be protected by federal regulations.

Student Signature

Date

Printed Student Name



**Doisy College of Health Sciences
Athletic Training Program**

HEPATITIS B VACCINATION REPORT

Student Name (PLEASE PRINT): _____

Please have your physician's office fill out the following or attach documentation.

Date 1st Dose

Date 2nd Dose

Date 3rd Dose

Nurse's or Physician's Signature

Date

Physician or Clinic Address: _____

Physician or Clinic Phone Number: _____

REFUSAL FOR HEPATITIS B VACCINE

I understand that due to my occupation's exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B Virus (HBV) infection. I decline getting the Hepatitis B Vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease.

Signature of Person Refusing

Date

Signature of Person Witnessing

Date



**Doisy College of Health Sciences
Athletic Training Program**

MEASLES, MUMPS AND RUBELLA (MMR) IMMUNITY REPORT

Student Name (PLEASE PRINT) _____

If received the MMR vaccine, complete SECTION A and leave SECTION B blank.

If did not receive the MMR vaccine, complete SECTION B and leave SECTION A blank.

SECTION A: MMR VACCINATION Must have both doses.

Date First Dose

Date Second Dose
(must be at least 28 days after first dose)

SECTION B(1): RUBELLA IMMUNITY REPORT Check the one that is proof.

A history of the disease will not be acceptable.

_____ Documented Rubella Vaccination

Vaccine

Date

_____ Documented Rubella Immunity: Laboratory evidence of immunity will be accepted as follows: **Serology by HAI to measles of 1:16 or positive immunofluorescence to Measles Virion of 1:8 or higher.**

Test Type

Date

Reaction

SECTION B(2): RUBEOLA IMMUNITY REPORT Check the one that is proof

_____ Born before 1/1/57

_____ Documented Rubeola Vaccination

Vaccine

Date

_____ Documented Rubeola Immunity

Test Type

Date

Reaction

Nurse's or Physician's Signature

Date

Physician or Clinic Address: _____

Physician or Clinic Phone Number: _____



Doisy College of Health Sciences Athletic Training Program

STUDENT HEALTH RECORD

INSTRUCTIONS: PLEASE PRINT--USE PEN OR TYPE. PLEASE READ CAREFULLY!

A Student Health Record is required for all students enrolled in the Athletic Training Program. This will become part of your confidential health record while enrolled in Saint Louis University Doisy College of Health Sciences and will be kept in your clinical education folder.

This information is desired in the event you should experience any health problems while you are a student and to fulfill the health and safety requirements of our clinical education sites. It has no bearing on your academic work. Therefore, do not hesitate to record all previous or present illnesses or symptoms.

- Please complete the Personal Health History form **yourself**.
- Have a physician complete the Physical Examination form. **Note: Be sure both sides are completed and the signature is given.**
- Have your **physician fill out and sign** forms for TB, MMR, and Hepatitis B **or attach proof** of immunization or lab evidence of immunity
- The Technical Standards Certification Statement also requires a **physician signature**.
- If you have not started and are planning to start, or have started the Hep B vaccination series, you only need to fill out the Hep B Vaccination form for the vaccinations you have already received. Please turn in documentation as you receive further vaccinations.
- Fill out the Refusal Of Hepatitis B Vaccine form **if you choose not to get vaccinated for Hepatitis B**. This may eliminate the possibility of your being assigned to clinical education sites that require this vaccination.
- Complete the Health Insurance Report form, including a copy of the front and back of your insurance card.
- Make copies of all of these forms and place the originals in your Clinical Education Handbook. You will need your originals to make copies for your clinical sites. (The Clinical Education Team will not be making copies of these forms for you for your clinicals.) **Never give a clinical site your originals.**

PUT ORIGINALS OF YOUR FORMS IN YOUR CLINICAL EDUCATION NOTEBOOK

PLEASE RETURN THE COPIES OF THE FORMS TO:

*Clinical Coordinator
Athletic Training Program
Saint Louis University
3437 Caroline Street
St. Louis, MO 63104*



**Doisy College of Health Sciences
Athletic Training Program**

PERSONAL HEALTH HISTORY TO BE COMPLETED BY STUDENT

Name _____ Date _____
(Last) (First) (Middle)

Banner Id # _____ Age _____

Place of Birth _____ Date of Birth _____

If there is a family history of any of the following disease(s) please check:

___ Diabetes ___ Cancer ___ Seizures ___ Heart trouble
___ High blood pressure ___ Blood disease

Describe any serious illness, injury, or operation you have had (in chronologic order) giving nature of condition, hospital name and location, date and any persistent after effects:

Are you sensitive/allergic to any medication or other substance?

Please list any medications or special forms of therapy you use regularly:

Give date of last immunization against:

Diphtheria _____ Tetanus toxoid _____

Smallpox _____ Polio _____



**Doisy College of Health Sciences
Athletic Training Program**

Have you had either the clinical illness or immunization against: (If yes, include date in the appropriate box):

Disease	Immunization Date Dose #1	Immunization Date Dose #2	Immunization Date Dose #3	Illness Date	Lab Test Proving Immunity Date
Regular Measles (rubeola) (MMR)					
Hard Measles (rubella) (MMR)					
Mumps (MMR)					
Chicken Pox					
Hepatitis B					

Are you now being treated for any conditions? Yes ____ No ____ if so, what?

Describe any condition or diagnosis which may require accommodations during clinical experiences due to a physical, psychological or learning disability:

Student Name (PLEASE PRINT)

Student's Signature

Date



**Doisy College of Health Sciences
Athletic Training Program**

PHYSICAL EXAMINATION TO BE COMPLETED BY PHYSICIAN

STUDENT'S NAME _____ DATE _____

Sex	Height	Weight	Pulse	Blood Pressure

Has student been your patient: ____ > 1 year ____ < 1 year ____ this is first visit

History: Are you aware of any serious illnesses or injuries? If so please describe:

Are there abnormalities of the following system? Describe fully. Use additional sheet if needed.

	NO YES		NO YES
1. SHEENT	____ ____	5. Genitourinary	____ ____
2. Respiratory	____ ____	6. Musculoskeletal	____ ____
3. Cardiovascular	____ ____	7. Metabolic/Endocrine	____ ____
4. Gastrointestinal	____ ____	8. Neurological	____ ____

If yes, please describe: _____

To your knowledge is this person now under treatment for any medical or psychological condition?

Yes ____ No ____ If yes, please comment: _____

Physician's Signature _____ Date _____

Physician's Name _____ Telephone _____

(PLEASE PRINT)

PHYSICIAN MUST ALSO SIGN THE
TECHNICAL STANDARDS CERTIFICATION STATEMENT



**Doisy College of Health Sciences
Athletic Training Program**

2 STEP TB SKIN TEST IMMUNITY REPORT

Student Name (PLEASE PRINT) _____

PLEASE NOTE: THIS TEST CANNOT BE THE SELF-READ "TINE" TEST. IT MUST BE AN INTRADURAL TYPE TEST.

TUBERCULIN SKIN TEST TYPE: _____

STEP 1:

Date Given: _____

Date Read: _____ Reaction: _____

Nurse's or Physician's Signature

Date

STEP 2: (THIS TEST MUST BE GIVEN AT LEAST 2 WEEKS AFTER THE FIRST TEST.)

Date Given: _____

Date Read: _____ Reaction: _____

Nurse's or Physician's Signature

Date

Physician or Clinic Address: _____

Physician or Clinic Phone Number: _____

Please Return To: Clinical Coordinator
Athletic Training Program
Saint Louis University
3437 Caroline Street
Saint Louis, MO 63104

**Saint Louis University
Athletic Training Program**

TECHNICAL STANDARDS POLICY FOR ATHLETIC TRAINING STUDENTS

Athletic Training Students must be able to perform certain mental, physical, and other tasks that are essential in providing care for their patients. These requirements are outlined in the Program's ***Technical Standards for Athletic Training Students***.

After being admitted to the program, Athletic Training students must submit a signed certification statement stating that they believe that they can meet these standards with or without accommodation. The student's statement is also confirmed through a physical examination by a licensed healthcare provider of the student's choosing who also signs a statement on the form (Physician, PA, or Advanced Nurse Practitioner).

The certification form must be on file before beginning the courses or clinical experiences of program. If a student believes they may require accommodation(s) in order to meet these requirements, they must have their need for accommodation validated through the Saint Louis University's Disability Services Office. The office can be contacted at:

Disability Services Office
Busch Student Center-Student Success Center
20 North Grand Blvd., Suite 331
St. Louis, MO 63103

Website: <http://www.slu.edu/x24491.xml>

Telephone: (314) 977-3484, Fax: (314) 977-3486, TTY: (314) 977-3499

This office works jointly with the student and the Athletic Training Education Program to explore accommodation options.

Accommodation may not be possible in some cases.

1. Any student who cannot meet each of the Technical Standards with or without accommodation can not be enrolled in the Athletic Training Education Program.
2. Students requesting accommodations must have their need for accommodation validated through the Office of Disability Services.
3. Requests for accommodation are not used prejudicially against students.
4. Students are responsible for informing their instructors about needs for accommodation for classroom or clinical education courses.
5. Accommodation requests must be made in a timely fashion in order to permit adequate time to arrange the accommodation. It may not be possible to provide some accommodations on short notice.

**Saint Louis University
Athletic Training Program**

TECHNICAL STANDARDS FOR ATHLETIC TRAINING STUDENTS

Certified Athletic Trainers are medical professionals who are experts in injury prevention, assessment, diagnosis, treatment, and rehabilitation, particularly in the orthopedic and musculoskeletal disciplines. They provide care to athletes and other patients in a variety of settings and situations. The Athletic Training Program at Saint Louis University offers an entry-level educational program in athletic training.

This program is rigorous and intense and places specific requirements and demands on the students enrolled in the program. Athletic Trainers and Athletic Training Students must possess certain mental, physical, and other abilities that are essential in providing care for their patients. These abilities are in five categories to meet the essential functional program requirements: observation, communication, motor, intellectual and social.

The technical standards set forth in this document by the Athletic Training Program establish the essential functional requirements that are necessary for enrolled students to acquire the knowledge, skills, competencies and values of an entry-level Certified Athletic Trainer. They are also required to meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [[CAATE](#)]).

The following essential functional program requirements must be met by all students after acceptance into the major in order to enroll in or complete the Athletic Training Program. In the event that a student is unable, or becomes unable to fulfill these technical standards with or without reasonable accommodation, the student can not enroll or remain enrolled in the program.

Athletic Training students must demonstrate:

1. The ability to perform appropriate, effective and complete physical examinations and treatments including the safe and efficient use of equipment and materials; this includes, but is not limited to the ability to convey and set-up equipment for clinical or on-field use, to reach in a timely fashion injured patients who are down on athletic fields, to assess their condition where they lie, to perform appropriate emergency procedures, to fully participate in patient extrication and transport, to perform appropriate therapeutic and prophylactic procedures, and to demonstrate rehabilitative exercises;
2. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds and in stressful and emergency situations; this includes, but is not limited to the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to

- understand and speak the English language at a level consistent with competent professional practice;
3. The ability to record physical examination results, treatment plans, patient notes and outcomes clearly and accurately;
 4. The ability to assimilate, analyze, synthesize, integrate concepts and problem solve that form the basis for making diagnoses, therapeutic judgments, and distinguishing deviations from the norm;
 5. The ability to maintain composure and continue to function well during emergency situations and periods of high stress;
 6. The ability to adjust to changing situations and uncertainty in clinical situations;
 7. The ability to develop professional values, ethics, appropriate demeanor and rapport that are essential for professional education and quality patient care.

Following their acceptance into the Athletic Training Program, students are required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. This is accomplished using the ***Technical Standards Certification Statement***.

For students who believe that they can meet these standards with accommodation, the University's Disability Services Office will validate their need for accommodation and will work with the Athletic Training Program to determine if reasonable accommodation can be made. This determination will take into account whether accommodation would jeopardize clinician/patient safety or undercut an essential element of a course, clinical experience or internship.

**Saint Louis University
Athletic Training Program**

TECHNICAL STANDARDS CERTIFICATION STATEMENT

This form is a companion to the *Technical Standards for Athletic Training Students* document that can be found online at at.slu.edu. After being accepted for admission to the Athletic Training Program, students must complete and submit this certification form, prior to beginning the program's professional courses or clinical practice activities, to:

Athletic Training Program, Saint Louis University
3437 Caroline Mall, St. Louis, MO 63104; fax: 314-977-6988

Enrollment of accepted students in the Athletic Training Program is contingent upon all of the following:

1. Submission of the acceptance form and fee (if applicable) to the Office of Professional Admissions.
 2. Submission of this completed *Technical Standards Certification Statement* to the Athletic Training Program;
 3. The ability to meet the *Technical Standards for Athletic Training Students* either with or without accommodation;
 4. The verification of the physical aspects of this ability as determined through a routine physical examination by a healthcare provider licensed and qualified to perform such routine physical examinations (typically a physician, physician assistant or advanced nurse practitioner).
- Provide a copy of the *Technical Standards for Athletic Training Students* document to the healthcare provider.
 - The signature of the healthcare provider completing the physical examination must appear on this form (see below).

STUDENT STATEMENT:

After you have been accepted into the program, check only one of the boxes below and sign where indicated:

- ☐ I certify that I have read and understand the *Technical Standards for Athletic Training Students* document, and I believe to the best of my knowledge that **I meet each of these standards without accommodation**. I also understand that if I am unable or become unable to meet these standards with or without accommodation, I can not enroll or remain enrolled in the Athletic Training Program.
- ☐ I certify that I have read and understand the *Technical Standards for Athletic Training Students* document, and I believe to the best of my knowledge that **I can meet each of these standards with accommodations**. I will contact the **Disability Services Office** (<http://www.slu.edu/x24491.xml>, Telephone: 314-977-3484) to have my need for accommodation validated. I will work with both DSO and the Athletic Training Program to examine accommodation options. I understand that in some cases accommodation might not be possible. I also understand that if I am unable or become unable to meet these technical standards with or without accommodation, I can not enroll or remain enrolled in the Athletic Training Program.

Signature of Student

Date

VERIFICATION BY HEALTHCARE PROVIDER

Check only one of the boxes below and sign where indicated:

- ☐ I certify that I have examined the above named student and that **I found no obvious conditions** that would prevent him/her from meeting the physical portion (Standards 1 – 4) of the *Technical Standards for Athletic Training Students* outlined on the document accompanying this form.
- ☐ I certify that I have examined the above named student and that **I found a condition(s)** that might prevent him/her from meeting the physical portion (Standards 1 – 4) of the *Technical Standards for Athletic Training Students* outlined on the document accompanying this form. I recommend that the student contact the University's Disability Services Office to discuss accommodation options.

List condition(s) (use back of form if additional space is required):

Signature of Healthcare Provider
(Physician, PA, or Advanced Nurse Practitioner)

Date

**The Doisy College of Health Sciences
Policy and Procedure following a Confirmed Affirmative
Criminal Background Check**

**Final
Approval Date: February 9, 2007**

Purpose:

The Doisy College of Health Sciences is affiliated with a variety of organizations to provide our students with clinical experiences in actual practice settings. Students and faculty are bound by certain requirements mandated by these institutions and their accrediting bodies to maintain these collaborative arrangements. This policy is implemented to meet one such requirement.

Definitions:

The following definitions are presented for the purpose of this document:

Clinical Experiences: This term is used in reference to all coursework that occurs in a practice setting.

Affirmative Criminal Background Check: This term refers to any confirmed finding of a prior conviction on a criminal background check that may preclude a student's participation at an affiliate site.

An exhaustive list of disqualifying crimes does not exist at this time. The following are examples of criminal offenses that would prohibit clinical experiences at some facilities and might impede curricular completion: (terms are those used in Missouri criminal codes)

- a. Offenses against the Person (murder, manslaughter, assault, harassment, kidnapping, child abduction, elder abuse, invasion of privacy)
- b. Sexual Offenses (rape, child molestation, sexual misconduct)
- c. Robbery, Arson, Burglary, and Related Offenses (robbery, arson, tampering, property damage, trespass).

Background Information:

A majority of the Doisy College of Health Science's Clinical Experience sites mandate that criminal background checks (CBC) be performed on all persons having any opportunity for patient/client interaction. This includes employees and volunteers, as well as students. A CBC revealing a conviction for certain crimes could result in a ban from participation in clinical experiences and thus prevent graduation. Therefore, every student in the Doisy College of Health Sciences whose academic program requires her/him to participate in clinical experiences in an affiliate institution will be required to undergo the level of CBC required by their major department.

The Office of the Registrar has a detailed policy that outlines the procedure for obtaining a CBC through the university. Please refer to the registrar's

office (Felicia Echols at 977-6636) or your department for a copy of this policy.

The timing of a CBC will be in concert with the student's department or school policies. A single negative check does NOT preclude the requirement of additional checks at a future time. Students should be aware that any affirmative results from a CBC could restrict ability to participate in a clinical experience and therefore restrict ability to complete degree requirements. In addition, the lack of an acceptable report on a CBC could bar the student from sitting for licensure examinations and thus from practice in certain professions.

In the event that a student's CBC is reported "affirmatively" the student will have the opportunity to contest the report by requesting an additional CBC. The rationale and policy governing the repetition of an allegedly erroneous CBC is found in the federal Fair Credit Reporting Act (FCRA). In the event that an affirmative report is confirmed the compliance officer will notify the designated program official and the student. The designated program official will subsequently inform the department chair who will notify the Dean of the College of Health Sciences.

Procedure:

In the event of a confirmed affirmative CBC the following procedure will be enforced:

1. A student who has an affirmative CBC will receive a report from the compliance officer and one will be sent to his/her respective program official. The official will then notify the department chair who will notify the Dean of the Doisy College.
2. The student's CBC information will be provided to all of his/her prospective clinical affiliates whose contractual relationship with the university requires such disclosure. In certain cases it will be necessary for the program official to informally contact affiliating institutions to determine if an affirmative CBC will exclude the student from the site. When possible this contact will be made without disclosing the identity of the student. Official CBC reports to clinical affiliates will only be released through Saint Louis University's Office of the Registrar. The affiliate sites have the ultimate right of acceptance or refusal of the student.
3. If a student is reported to have an affirmative CBC, program officials must take the opportunity at that point to counsel the student again on the meaning of an affirmative report and how it will impact current and future progression in the respective program as well as their future professional practice.

4. A student refused by a proposed clinical affiliate should be aware that he/she will not be allowed to complete the assigned practicum at that site. This may result in a delay or failure to complete remaining clinical experiences and ultimately the program of study.

5. If a student is accepted by the initial affiliate site regardless of the affirmative CBC, the student may participate at the facility. Each subsequent affiliating institution that requires students to provide a CBC, however, will also have the right of refusal. In case of subsequent refusals, item number 4 above will apply.

6. The fact that an affiliate refuses a student placement due to an affirmative CBC will be relayed to the student by the program official during an advising session. The student's case would then go through the department's normal review process for students who are subject to some form of disciplinary action. In most cases of this sort, the student will be considered unable to complete program requirements and will be required to withdraw from the major. This does not constitute a dismissal from Saint Louis University.

7. If a student did not disclose a criminal history on his/her application for the CBC, and is found to have such a record, the appropriate program official will be notified of the falsification by the compliance officer in the Registrar's Office. If the inconsistency is due to a prior conviction that should have been removed from the student's record (and the student can produce documentation confirming it should have been removed from the record prior to the CBC), no further action will be taken. If, however, it is found that the falsification was deliberate and intentional, it will be College policy that the student will go through their department's normal review process for students who are subject to some form of disciplinary action. In most cases of this sort, the student will be considered unable to complete program requirements and will be required to withdraw from the College. This does not constitute a dismissal from Saint Louis University.

Doisy College of Health Sciences Drug Screening Policy

**Final Policy
May 2005**

The Doisy College of Health Sciences is committed to maintaining a safe, healthful, and efficient learning environment, which enhances the welfare of our employees, students, patients, and visitors. We therefore strictly prohibit the use of illegal substances by our students. This concurs with the University's Drug and Alcohol abuse prevention policies that govern the actions of both its students and employees.

While Saint Louis University does not require drug testing of their students, an increasing number of our clinical affiliates do as a matter of individual institutional policy.

Therefore, in accord with the university's position on drug abuse and as a direct result of certain individual institutional policies of our clinical affiliates any College of Health Sciences students whose curriculum and clinical placement mandates such are required to undergo drug screening prior to being assigned to their clinical rotations.

If the clinical affiliate requires that the university assure students have satisfactorily passed a drug screen, these screening procedures will be performed by Saint Louis University's Student Health Department. Students will be responsible for any charges related to the drug screen. If the screening test results are not conclusive, then the student's specimen sample must be sent to another facility for additional testing (i.e. confirmatory laboratory testing). While no additional specimen will be required an additional cost will be incurred for the confirmatory test.

The confirmatory test may result in the student being contacted by an independent physician, Medical Review Officer (MRO), who has been charged with interpreting test results. This would be the appropriate time for the student to produce documentation of current prescription medication that could influence the test results. This contact will not occur in all cases but students should be aware it is a possibility and should be ready to supply additional information if requested at that time. Students can facilitate the overall process by providing copies of prescription medications to the Student Health Department at the time they present for their urine test. Students are not required to disclose information related to prescribed medicine to their department/school faculty or staff.

A single negative drug screen does not preclude the requirement of additional screens at future clinical placements. The need for additional drug screens will be based on clinical affiliate requirements. Any student removed from a clinical affiliation based on the results of a drug screen will be subject to the process outlined in this policy.

The current procedure for Doisy College of Health Sciences students needing to obtain a drug screen is as follows:

1. Students will fill out an authorization form at the school or department level for the release of student information. This will include the release of their name and department/school to student health for drug screening and the release of screen results if required by clinical affiliates.
2. Students may have drug screens performed by a local employer or through the athletic department. Any such screens must meet the screening criteria (i.e. screen for the drugs required by Saint Louis University's Student Health). In addition the employer or the athletic department must be willing to forward test results directly to Student Health for their records.
3. In all other cases, students must go to the Student Health Department at Marchetti Towers (East) with their SLU picture identification badge. Initial screening tests will be performed on site.
4. Students fill out required student health paper work and provide a urine sample on site for testing. If confirmatory testing is not required (i.e. the sample is clearly negative in the screening procedure), a negative report will be sent to a confidential fax located in the Dean's area for the departments or in the School of Nursing for all nursing students. Subsequently the report will be sent to the appropriate department chairperson or school director. No further action is required.
5. If confirmatory laboratory testing is required (i.e. the test site requires additional clarification), the sample is sent to an independent laboratory. This will require 48 to 72 hours to obtain the results and may require that the student be contacted for additional information by the MRO charged with interpreting the confirmatory test. This may require students to produce documentation of prescription medication that could influence the test results. **The student must respond to the MRO in a timely manner (within 5 days of the MRO's inquiry) or the test will be reported as positive.** The lab confirmatory test will have an additional charge. If this confirmatory test is reported to the department or school as negative no further action is required.
6. If the lab confirmatory test is positive the department chair or school director or their designee will receive a copy of the report. Student Health will then directly refer the student to Counseling Services for an evaluation and a treatment plan will be outlined. Implementation and follow through on the treatment plan are required, including signing all requested consent forms and releases. Failure to fully comply with the treatment plan will be reported to the student's department chair or school director. **Any student with a positive drug screen will be subject to a delay in clinical placement and face the potential for ultimate dismissal from the program.**

7. Upon receiving the results of the counseling evaluation and treatment plan, the department chair or school director will decide if a student may continue in the program. Students judged eligible to continue in the program will be required to submit to another drug test. This test must be negative or the student is subject to immediate dismissal from the program. Any student that has tested positive for illegal drugs may be subject to a random drug screen at any time during the remainder of their academic career at Saint Louis University's College of Health Sciences.

8. Any student dismissed as a result of this policy has a right to appeal. The appeal will follow the guidelines and procedures outlined by their respective department or school.

9. For additional information on the drug screening policy and how it is applied to your program of study please contact the faculty member in your department or school that coordinates field experiences.

Student Signature

Student Name – Printed

Date

**Saint Louis University
Athletic Training Program**

Missouri Athletic Training Advisory Board Presentation

Statement of Understanding

Name: _____ Student _____ Faculty _____

I have viewed the presentation made by the Missouri Athletic Training Advisory Board and I understand the athletic training licensure laws in the State of Missouri. I also understand that I need to contact the Board if I need clarification in any aspect of the law.

I agree that I must notify the Saint Louis University Clinical Education Coordinator or Program Director if I am put in a situation that may result in a violation of state law.

Signed _____ Date _____

Witness signature: _____

Consent for Photo/Promotional Release

For adequate consideration, the receipt and sufficiency of which is hereby acknowledged, I, the undersigned, authorize Saint Louis University and its affiliates, as well as its trustees, directors, officers, agents, and employees (hereinafter collectively referred to as SLU), and/or SLU authorized representatives of magazines, newspapers, periodicals, radio, television, Web and other news and educational media:

1. To obtain my background information, whether general or educational;
2. To record my participation and/or appearance in or at any event, location and the like on videotape, audio tape, film, photograph electronic imagery or any other medium; and/or
3. To use my name, likeness, and/or voice in connection with the information and recordings identified above.

I also authorize SLU, and/or SLU authorized representatives of magazines, newspapers, periodicals, radio, television, Web and other news and educational media to duplicate, distribute, use and/or publish, in whole or in part, without restrictions or limitations, and in all mediums, including, but not limited to, magazines, newspapers, periodicals, radio, television, the World Wide Web, and other news and educational media, the information and recordings identified in above.

I further expressly release SLU and the authorized representatives of magazines, newspapers, periodicals, radio, television, Web and other news and educational media from any and all claims, demands, liabilities, actions, causes of action, suits, and costs whatsoever that I/we may have against any of them in connection with the recording, duplication, distribution, use, and/or publication of the information and/or recordings identified above.

Please sign after printed name.

Name: _____

Address: _____

Telephone: _____

Signature: _____

Parent/ Guardian Signature (if under 18): _____

Witness Signature: _____

Date: _____

Description/Event: Doisy College/Athletic Training Marketing Materials and Social Media



**Doisy College of Health Sciences
Athletic Training Program**

Professional Behavior Advisement Form

Student Name:

Date of Meeting:

Class Year: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior/PY I ☐ PY II

Reporter Name: _____ **Date of Incident:** _____

Reporter Role: ☐ Mentor ☐ Faculty ☐ Student ☐ Preceptor ☐ Other _____

Student Does Not Meet the Minimal Standard: (check all that apply)

Foundational Behaviors of Professional Practice

- ☐ Primacy of Patient
 - ☐ Recognize conflicts that impact a patients' health and wellbeing
 - ☐ Advocate for a patients needs
 - ☐ Provide best health care available to patients
- ☐ Teamed Approach to Practice
 - ☐ Understand the scope of practice of other health professionals
 - ☐ Understand and abide by scope of practice for athletic training professionals
 - ☐ Demonstrate the ability to work well with others
- ☐ Legal Practice
 - ☐ Function as a law abiding allied health care professionals
 - ☐ Follow documented policies and procedures
- ☐ Ethical Practice
 - ☐ Abide by the NATA Code of Ethics
 - ☐ Understand the consequences of violating the NATA Code of Ethics
- ☐ Advancing Knowledge
 - ☐ Use evidence based practice to deliver competent care
 - ☐ Disseminate your knowledge of athletic training to others in a positive manner
- ☐ Cultural Competence
 - ☐ Consistently demonstrate professional knowledge, attitudes, and behaviors.
 - ☐ Demonstrate the ability to work with diverse patient populations
- ☐ Professionalism
 - ☐ Advocate for the profession
 - ☐ Demonstrate honesty and integrity
 - ☐ Exhibit compassion and empathy
 - ☐ Demonstrate effective interpersonal communication skills

Additional Professional Behaviors

- ☐ Demonstrate good judgment
- ☐ Conduct oneself in an ethical manner including but not limited to:
 - ☐ Maintenance of confidentiality
 - ☐ Honesty concerning personal, academic, and medical information
- ☐ Commit to fulfilling professional responsibilities
- ☐ Demonstrate respect for self and others including but not limited to:
 - ☐ Provisions for the physical safety of others
 - ☐ Respect for the psychological welfare of others

Description of Unacceptable Behavior(s):

Level of Sanction:

- ☐ No Sanction
- ☐ Professional Behavior Notification #1_____ #2 _____
- ☐ Professional Behavior Probation
- ☐ Dismissal

Student Perception/Response:

Comments/Strategy for Improvement:

Student Signature:_____

Date:_____

Faculty Signature:_____

Date:_____

Program Director Signature:_____

Date:_____



NATA CODE OF ETHICS

September 28, 2005

PREAMBLE

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

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

PRINCIPLE 1:

Members shall respect the rights, welfare and dignity of all.

- 1.1 Members shall not discriminate against any legally protected class.
- 1.2 Members shall be committed to providing competent care.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care without a release unless required by law.

PRINCIPLE 2:

Members shall comply with the laws and regulations governing the practice of athletic training.

- 2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.
- 2.2 Members shall be familiar with and abide by all National Athletic Trainers' Association standards, rules and regulations.
- 2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.
- 2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:

Members shall maintain and promote high standards in their provision of services.

- 3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.
- 3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.
- 3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.
- 3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.
- 3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
- 3.6 Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.

PRINCIPLE 4:

Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

- 4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2 National Athletic Trainers' Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3 Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.
- 4.4 Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

SAINT LOUIS UNIVERSITY

HEALTH PROFESSIONAL LETTER OF INDEMNITY

July 1, 2016 – June 30, 2017

1. NATURE AND EXTENT OF PROTECTION

- a. This protection is a voluntary undertaking by Saint Louis University, subject to the terms and limits set forth herein, to pay on behalf of those protected, all sums those protected may become legally obligated to pay as compensatory damages because of injury or death to any person arising out of the rendering of, or failure to render, health care services. The “sums” referred to in the preceding sentence shall include payment of judgments, settlements, attorneys’ fees, investigative fees, witness fees and other similar litigation expenses.
- b. Health professional liability protection is afforded to Saint Louis University employees and duly registered students of Saint Louis University at the Saint Louis University Medical Center for occurrences during the performance of health care related duties for, or under the auspices or direction of Saint Louis University, or during the performance by them of other health care activities with the permission or approval of Saint Louis University by and through the Dean of the School of Medicine or his/her designee.
 - i. As used herein, the term “employee” refers to full-time and part-time salaried faculty members of the various departments and schools of the Saint Louis University Medical Center, voluntary faculty members when serving under the direction and authorization of the appropriate dean, and any other person employed by Saint Louis University to render or assist in health care.
 - ii. As used herein, the term “student” means students at the Saint Louis University Medical Center and includes residents, interns, medical students, graduate students, fellows, undergraduate students or any other person in student status as designated in writing by the Dean of the School of Medicine of Saint Louis University or his/her designee.
 - iii. The sole person authorized to grant the “permission or approval” referred to in Paragraph b is the Dean of the School of Medicine of Saint Louis University or his/her designee and the “permission or approval” shall be stated in writing except when the health care services of the employee or student are those customarily or regularly engaged in by persons employed or enrolled in Saint Louis University at the Saint Louis University Medical Center.

- c. Protection is afforded to each protected individual for professional services rendered as emergency aid in a “Good Samaritan” capacity.
- d. Protection is provided under this agreement to any person performing volunteer health services without remuneration, on or off the University’s premises, only if their participation has been approved in advance and in writing by the Dean of the School of Medicine of Saint Louis University, or his/her designee, upon recommendation of the appropriate Department Chairperson.
- e. Full-time faculty members on sabbatical or other leave shall be covered only if they are receiving University salary during the period of leave, and only if their participation in providing health services has been approved in advance and in writing by the Dean of the School of Medicine of Saint Louis University, or his/her designee, and only if no remuneration other than salary from Saint Louis University is received by the faculty member for the performance of health care services.
- f. The protection provided hereunder shall be applicable only with respect to health care services rendered by the person seeking protection while such person is acting as an employee, student or protected person within the meaning of this document and during the time this document is effective, and only to the extent provided by this document. If these conditions are met, the protection here rendered is effective regardless of the status of the person seeking protection at the time a claim is asserted or any loss is settled or paid.
- g. Persons covered under this agreement may carry, or be entitled to the benefit of, other liability coverage. When there is other indemnity or insurance covering professional liability which would be available to the person seeking to be protected hereunder if this document and its protection did not exist, then the protection provided hereunder, including the defense of claims and suits against protected employees or students, shall be limited to the excess over and above such other indemnity or insurance and shall be void and inapplicable to the extent of such other indemnity protection or insurance. This is true regardless of any “other insurance” or similar language in such other indemnity or insurance agreements. For the protection of this document to be applicable as excess protection, the person covered by other indemnity or policy of insurance shall take all necessary measures to enforce the coverage provided by such other sources. If for any reason the protection here provided be deemed or held to be on a contributing basis with other indemnity, protection or insurance, such contribution shall be on an equal basis with such other protection, and shall in no event be based on any ratio involving policy, coverage or indemnity limits.

2. EXCLUSIONS

This protection does not apply:

- a. To bodily injury and/or psychological injury to any employee of Saint Louis University arising out of, and in the course and scope of, his/her employment by Saint Louis University;
- b. To any obligation for which Saint Louis University or any insurance company as insurer of the person affected may be held liable under any Workers' Compensation, unemployment compensation, disability benefits law, or under any similar law;
- c. To injury or damage resulting from the acts or omissions of an employee or student while intoxicated, under the improper influence of drugs or narcotics, or engaged in a criminal act, or to harm willfully or intentionally caused, provided that this exclusion shall not be a bar to protection for any other employee or student against whom a claim is made as the result of such acts or omissions, unless said other employee or student participating in the providing of health services knew or should reasonably have been expected to know that the services performed, or to be performed, by another person providing services, were subject to the terms of this exclusion;
- d. To property damage to property owned, occupied or used by, rented to, or in the care, custody or control of, or over which physical control is being exercised for any purpose, by Saint Louis University, its employees or students;
- e. To any employment relationship with an employer other than Saint Louis University or any self-employment situation furnishing health care services, unless the protection of this document has been extended in writing, in advance, by the Dean of the School of Medicine of Saint Louis University or his/her designee;
- f. To any injury, claim, expense, demand, settlement, suit, judgment or damages involving undue familiarity, sexual intimacy, sexual misconduct or assault concomitant therewith;
- g. To statutory or other fines;
- h. To injury or damage resulting from acts or omissions of any employee or student that are contrary to law;
- i. To injury or damage resulting from acts or omissions of any employee or student that exceed or go beyond the scope of the written permission or approval previously granted by the Dean of the School of Medicine of Saint Louis University, or his/her designee, unless such acts or omissions

occur during the providing of emergency aid in a “Good Samaritan” capacity.

- j. To claims or suits that are not promptly disclosed and reported in the manner provided in Section 3 of this document;
- k. To any claim, suit, liability, expenses, demands, settlements or judgments for which coverage has been contractually assumed by another insurance plan or an entity other than Saint Louis University.

3. PROTECTED PERSONS’ DUTIES IN THE EVENT OF OCCURRENCE, CLAIM OR SUIT

- a. Upon becoming aware of any actual or alleged injury or incident with the potential for later giving rise to a claim, or upon receipt of a notice of a claim or suit to which this protection applies, the involved employee or student must notify the Office of the General Counsel of the actual or alleged injury or incident, including particulars sufficient to identify the protected person and any reasonably obtainable information with respect to the time, place and circumstances thereof, and the names and addresses of the injured person and of any available witnesses. These notices may be provided either by accessing the online incident reporting link at slucareincident.slu.edu, by calling in to the incident reporting line at 314-977-8778, or by hand-delivering said notification to the Senior Associate General Counsel in the General Counsel’s Medical Center Office at 3556 Caroline Mall, Caroline Building, Room C-307. Such notices shall be made or delivered within 48 hours of the involved employee or student becoming aware of the incident, injury or claim. These notices are prepared in anticipation of litigation, for the use of our attorneys, and are intended to be privileged attorney-client communication prepared for the purpose of seeking legal advice. If any other policy of insurance or other indemnification is applicable to any of the persons providing health care who were involved in the reported incident, the report should indicate the name of the provider of other coverage, their address and the amount of coverage.

4. ASSIGNMENT OF PROTECTION

- a. The interest hereunder of a protected person is not assignable. If the protected person should die or be adjudged incompetent, this coverage will inure to the benefit of the protected person’s legal representative with respect to liability previously incurred and covered by this document.

5. DEFENSE AND SETTLEMENT OF CLAIMS AND SUITS

- a. Saint Louis University shall, through counsel and personnel of its choice, defend claims and suits against the protected person, even if one or more of the allegations of the claim or suit are groundless, false or fraudulent.

- b. Saint Louis University and its attorneys may offer counsel with respect to claims for punitive or exemplary damages without voiding other provisions of this document and without incurring liability to pay any judgment or claim for or on account of punitive or exemplary damages.
- c. As a condition of coverage under this agreement, all protected persons hereby assign their right to waive any conflicts of interest, with respect to the retention of counsel, to Saint Louis University. This assignment shall become null and void to the extent a claim involves allegations outside the scope of protection provided hereunder.
- d. Saint Louis University may settle any claim or suit brought against any protected person, as it deems proper. Any protected person may be consulted prior to settlement to determine their views concerning compromise. However, Saint Louis University, through its authorized representatives, shall ultimately determine whether settlement shall occur and at what amount and the decision shall be final.
- e. All protected persons, as a condition for the protection afforded, shall be required to cooperate fully with Saint Louis University and its designated counsel and personnel in processing and defending any claims or suits directed against any protected person or against Saint Louis University as a result of the activity of the protected person.

6. EFFECTIVE DATES

- a. Subject to all terms and conditions contained herein, this Letter of Indemnity covers protected persons for claims or suits arising from health care services rendered July 1, 2016 through June 30, 2017 irrespective of the date a claim for damages or lawsuit is first presented to the protected person or Saint Louis University. Claims and suits presented February 28, 1998 and after, but related to health care services rendered prior to February 28, 1998, will be governed by the Letter of Indemnity in effect at the time of the subject health care service.

7. LIMIT OF FINANCIAL LIABILITY

- a. The extent of protection provided by Saint Louis University for any one occurrence is \$2,000,000, inclusive of allocated claims adjustment expenses and irrespective of the number of protected persons potentially liable for any one occurrence. This \$2,000,000 per occurrence limit is applicable to each and every occurrence during the effective period, regardless of the number of occurrences or the aggregate amount of claims paid during the effective period.
- b. In addition to the levels of protection provided by this Letter of Indemnity, Saint Louis University has purchased, on behalf of the institution and on

behalf of all protected persons, excess professional liability insurance having a combined aggregate limit of \$25,000,000 for the effective period. Any coverage provided by the excess insurance policies described above is subject to each policy's respective terms and conditions.

8. AMENDMENT AND MODIFICATION

- a. The terms of this document can be amended or modified by Saint Louis University as it deems necessary and changes shall be expressed in writing. Such changes shall be sent to Saint Louis University employees and duly registered students of Saint Louis University at the Saint Louis University Medical Center. Such changes shall be prospective only, unless otherwise expressly provided in writing. Only the Dean of the School of Medicine of Saint Louis University or his/her designee has the authority to grant exceptions to the terms of this document, and any exceptions granted must be in writing.

9. TERMINATION

- a. This voluntary protection program outlined herein will remain in force through June 30, 2017. It may, at the option of Saint Louis University, be terminated and replaced, in whole or in part, by a modified or different voluntary protection program or a policy or policies of insurance or reinsurance with limits of liability as selected by the University.
- b. This voluntary protection program may be terminated by Saint Louis University at its discretion upon thirty (30) days notice to those protected hereunder.

July 01, 2016

Philip O. Alderson, MD
Dean, School of Medicine