



**GANNON UNIVERSITY**  
Athletic Training

**MASTERS OF ATHLETIC  
TRAINING PROGRAM**

**POLICIES AND PROCEDURES  
2020-2021**



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# SECTION I: PROGRAM OVERVIEW

## INTRODUCTION

The Master of Athletic Training (MAT) Program at the Erie Campus functions as an administrative unit of the Morosky College of Health Professions and Sciences at Gannon University. The program chair reports to the Dean of the Morosky College of Health Professions and Sciences. The program chair and faculty members establish and annually review the policies governing the program. These policies, while consistent with the policies of Gannon University, reflect the specific and unique needs of the MAT program. MAT students must adhere to all program policies as well as University policies.

The Gannon University Master of Athletic Training (MAT) Program in Erie, PA is designed to prepare students to become certified Athletic Trainers through the Board of Certification (BOC). The Master of Athletic Training Program is designed around a comprehensive curriculum that has been created to integrate formal classroom instruction, online coursework, and hands-on clinical education experiences.

Athletic Trainers (ATs) are healthcare professionals who collaborate with other healthcare providers, under the direction of the physician, to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic trainers provide medical services to all types of patients, not just athletes participating in sports. Athletic Trainers practice professional, collegiate, high school, military, performing arts, physician offices, industrial settings, and a variety of other non-traditional settings.

## PROGRAM ACCREDITATION



The Gannon University (GU) MAT Erie Program was initially accredited in January 2016, by the Commission on Accreditation of Athletic Training Education (CAATE). This accreditation is a requirement for graduates to be eligible to take the Board of Certification (BOC) examination. During the 2015-2016 Academic Year the GU MAT Erie Program was granted continuing accreditation through the 2020-21 Academic Year. The MAT Erie program was granted a one-year extension on the accreditation. Our next accreditation will occur during the 2021-2022 academic year.



## **Program Faculty, Administration and Personnel**

### **Program Faculty**

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### **Gannon University Mission Statement**

Gannon is a Catholic, Diocesan university dedicated to excellence in teaching, scholarship and service. Our faculty and staff prepare students to be global citizens through programs grounded in the liberal arts and sciences and professional specializations. Inspired by the Catholic Intellectual Tradition, we offer a comprehensive, values-centered learning experience that emphasizes faith, leadership, inclusiveness, and social responsibility.

### **Gannon University Vision Statement**

Gannon University will be a Catholic, multi-cultural university nationally recognized for educating socially responsible global citizens through dynamic learning experiences that transform the learner and their communities.

### **Morosky College of Health Professions and Sciences Mission Statement**

To deliver exceptional academic programs that prepares students to become knowledgeable, innovative, and socially responsible professionals within their careers and communities.

### **Morosky College of Health Professions Vision Statement**

To address the health and scientific needs of a global society through education, scholarship, and service.

## **MAT Program Vision Statement**

The Master of Athletic Training Program will be recognized within the community as a leader in preparing students to become exceptional athletic trainers, embracing social responsibility, and contributing to the profession's body of knowledge.

## **MAT Program Mission Statement**

The Gannon University Athletic Training Program is dedicated to the professional preparation of knowledgeable, confident, skilled, compassionate, and reflective entry-level athletic trainers. Through comprehensive didactic, clinical education, and student-faculty interactions, the MAT program will provide a foundation to promote critical thinking, foster foundational behaviors, develop interprofessional collaboration, life-long learning, and ethical practice in a rapidly changing healthcare environment. The program is built upon fostering social responsibility within the athletic training community, and to serve as an advocate to meet the future needs of professional health and wellness of the patients and society.

## **MAT Program Philosophy Statement**

The philosophy of the MAT program is to create and foster an environment that supports the ethical, legal, and professional responsibilities of an athletic trainer to carry on throughout the profession.

- Open mindedness to an evolving profession that can meet the needs of the community. Encourages students to become proponents of the profession and educate all clientele and employers of the growing demand for these services.
- Continue to be a healthcare advocate, work collaboratively, and put the needs of others as a priority to provide excellent healthcare.

## **MAT Program Goals**

The Master of Athletic Training Program will:

1. Promote and support excellence in academic and clinical teaching and learning.
2. Prepare students to become certified athletic trainers who will be recognized as excellent entry-level professionals.
3. Provide support and promote the field of athletic training in the community.
4. Promote, support and participate in interprofessional education and collaborative practice.

## **Program Outcomes and Learning Objectives**

1. Program graduates will possess the necessary skills in cognitive, behavioral (psychosocial) and clinical skills for successful practice as a health care practitioner.
  - a. Learning Objective 1.1: Students will be able to demonstrate proficiency in clinical decision-making, evaluation techniques, injury and illness prevention and therapeutic interventions.
  - b. Learning Objective 1.2: Students will be proficient in psychosocial techniques and promotion of health and wellness in a healthcare and community setting.
  - c. Learning Objective 1.3: Students will demonstrate proficiency in verbal and written communication as a competent health care provider.
2. Develop health care practitioners that practice evidence based medicine and life-long learning skills in the health professions.
  - a. Learning Objective 2.1: Students will demonstrate the use of research to make informed clinical decision making.
  - b. Learning Objective 2.2: Students will demonstrate proficiency in developing, researching, and analyzing focused clinical questions for development of original scholarship.
  - c. Learning Objective 2.3: Students will demonstrate understanding of continuing professional development throughout the lifespan of a career.
3. Students will engage in activities that promote a transition to practice with other health professions across a variety of patient populations and various employment opportunities.
  - a. Learning Objective 3.1: Clinical education will prepare students with learning experiences that prepare students to practice in a professional setting.
  - b. Learning Objective 3.2: Students will demonstrate the ability to communicate with preceptors, parents, peers, and collaboration with other health care providers.
  - c. Learning Objective 3.4: Students will develop competence in practicing with a diverse patient population.
4. Students will be able to demonstrate the ability to work within an interdisciplinary health care field promoting leadership, teamwork, ethical behavior and the administrative functions of a healthcare provider.
  - a. Learning Objective 4.1: After completion of the program students examine various administrative models to incorporate into clinical practice.
  - b. Learning Objective 4.2: After completion of the program students will demonstrate ethical responsibility as it relates to ethical practices and professionalism within, national, state and institutional policies.
  - c. Learning Objective 4.3: Upon completion of the program, students will be able to describe the values associated with leadership, service, respect, compassion, and empathy in a clinical and community environment.

## Curriculum Plan

The MAT curriculum is designed to use theoretical and hands-on experiences designed to prepare students to progress toward increasingly complex and autonomous patient care experiences. The didactic course begins in a strong, foundational knowledge of advanced kinesiology and therapeutic intervention. Students will gain essential knowledge in athletic training practice, emergency conditions, and basic AT skills prior to beginning clinical education. Practical, hands-on and clinical educational experiences are embedded within the program to allow for immediate application and development of competency across the curriculum. Concepts between and within each course are cumulative and clinical experiences allow for direct application of any didactic material. The program offers over 25 clinical experiences with opportunities across the country. Clinical experiences are planned to allow students practice opportunities with varied patient/client populations. The Coordinator of Clinical Education assigns students to clinical sites based on the following:

- throughout the lifespan
- of different sexes
- with different socioeconomic status
- of varying level of athletic ability
- who participate in non-sport activities.

### 2019-2020

#### Recommended Academic Schedule

##### **Summer I (12 Credits)**

|          |                                          |   |
|----------|------------------------------------------|---|
| GMAT 505 | Principles of Athletic Training          | 3 |
| GMAT 504 | Clinical Appl. Of Care/Prevention in AT  | 3 |
| GMAT 502 | Applied Kinesiology                      | 3 |
| GMAT 503 | Foundations in Therapeutic Interventions | 2 |
| GMAT 513 | Clinical Experience in AT I              | 1 |

##### **Fall I (11 credits)**

|          |                                            |   |
|----------|--------------------------------------------|---|
| GMAT 531 | Eval. And Treatment of the Lower Extremity | 4 |
| GMAT 542 | Clinical Medicine I                        | 2 |
| GMAT 517 | Evidence-Based Practice I                  | 1 |
| GMAT 515 | Clinical Experience in AT I                | 3 |

##### **Spring I (10 credits)**

|          |                                           |   |
|----------|-------------------------------------------|---|
| GMAT 538 | Eval and Treatment of the Upper Extremity | 4 |
| GMAT 554 | Health and Fitness Principles             | 2 |
| GMAT 529 | Evidence Based Practice II                | 1 |
| GMAT 545 | Clinical Experience in AT II              | 3 |

##### **Summer II (9 credits)**

|          |                                                 |   |
|----------|-------------------------------------------------|---|
| GMAT 611 | Clinical Medicine II                            | 2 |
| GMAT 577 | Eval. And Treatment of the Head, Neck and Spine | 3 |

|          |                                             |   |
|----------|---------------------------------------------|---|
| GMAT 556 | Practical Applications of Health & Wellness | 2 |
| GMAT 612 | Clinical Experience in AT III               | 2 |

**Fall II (11 Credits)**

|          |                                     |   |
|----------|-------------------------------------|---|
| GMAT 633 | Evidence Based Practice III         | 1 |
| GMAT 655 | Organization and Administration     | 3 |
| GMAT 630 | Clinical Experience in AT IV        | 5 |
| GMAT 685 | Behavioral & Psych Conditions in AT | 2 |

**Spring II (9 credits)**

|          |                             |   |
|----------|-----------------------------|---|
| GMAT 688 | Athletic Training Capstone  | 1 |
| GMAT 670 | Clinical Experience in AT V | 8 |

**Course Descriptions 2019-20:**

Located in the Graduate Catalog: <http://www.gannon.edu/Academic-Offerings/Health-Professions-and-Sciences/Graduate/Athletic-Training/Course-Descriptions/>

**GMAT 502: Applied Kinesiology (3 cr lecture/lab)**

The purpose of this course is to explore human movement during performance of activities, especially the geometry of movement (kinematics) and the forces influencing movement (kinetics). This course will focus on applying an understanding of human movement and pathomechanics in a manner that is foundational for future studies in rehabilitation.

**GMAT 503: Foundations in Therapeutic Interventions (2 cr. Lecture/lab)**

This introductory course provides students with knowledge of theory and physiological concepts related to physical rehabilitation and therapeutic modalities. This course will relay foundational knowledge needed for clinical application.

**GMAT 504: Clinical Application of Care/Prevention in AT (3cr. lab)**

This course will develop the essential skill application needed for the prevention, assessment, and treatment of acute and emergent illnesses and injuries within the profession of athletic training. Emergency procedures, therapeutic taping, bracing, splinting techniques, and referral decisions will also be evaluated in this course.

**GMAT 505: Principles of Athletic Training (2 cr. lecture)**

This course provides an introduction to athletic training profession and an overview of the essential functions and duties of an athletic trainer as well as the sports medicine team. Students will gain basic skills required for general injury and illness prevention, legal considerations, environmental concerns, and general evaluation process.

**GMAT 515: Clinical Experience in Athletic Training I (4 cr. clinical)**

This supervised clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team.

**Prerequisite:** GMAT 504 and GMAT 505

**GMAT 517: Evidence-Based Practice I (1cr. lecture)**

This course is designed to discuss the role of research in the health professions. Content will discuss research terminology, epidemiology, database searches, developing research questions and the use of disablement models.

**GMAT 529: Evidence Based Practice II (1cr. lecture)**

This course will introduce the students on the research process which includes research hypotheses, research design, methods, statistical techniques and the ethical issues regarding human subjects.

**Prerequisite:** GMAT 517

**GMAT 531: Evaluation and Treatment of the Lower Extremity (4 cr. Lecture/lab)**

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the lower extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. This course will further discuss appropriate therapeutic intervention techniques used to treat pathological conditions related to lower extremity function.

**Prerequisite:** GMAT 502

**GMAT 538: Evaluation and Treatment of the Upper Extremity (4 cr. lecture/lab)**

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the upper extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Students will review clinical reasoning skills based on recognition, evaluation, and immediate care of orthopedic injuries in the upper extremity. This course will further discuss appropriate therapeutic intervention techniques used to treat pathological conditions related to upper extremity function.

**Prerequisite:** GMAT 531

**GMAT 542: Clinical Medicine I (2 cr. lecture)**

This course is an introduction to medical conditions for the athletic trainer/health care provider, diagnostic imaging testing, and basic principles of pharmacology. The course will review common procedures used in the athletic training facility. This course will also discuss special considerations for athletes such as drug misuse and performance enhancing drugs used by athletes and ethical issues surrounding the use of pharmacology in sport.

**GMAT 545: Clinical Experience in Athletic Training II (4 cr. Clinical )**

This supervised, semester long, clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team.

**Prerequisite:** GMAT 515

**GMAT 554: Health and Fitness Principles (2 cr. lecture)**

Course will examine the principles of Nutrition and Wellness as specifically related to sports participants. Students will acquire the knowledge necessary to apply sound nutritional, strength and

conditioning, and wellness practices in the athletic population. This course also focuses on the design and application of programs for diet planning, aerobic and anaerobic training.

**GMAT 556: Practical applications of Health and Wellness (2cr. lab)**

Course will examine the principles of Nutrition and Wellness as specifically related to sports participants. This course is designed to instruct students in the safety and proper mechanics of wellness and weight training. Students will acquire knowledge as to the developments of specific resistance training programs through activity, laboratory and technology experiences. This course also focuses on the design and application of programs for diet planning, aerobic and anaerobic training.

**Prerequisite:** GMAT 554

**GMAT 577: Evaluation and Treatment of the Head, Neck and Spine (3 cr. lecture/lab)**

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the head, neck and spine. Through a hands-on approach the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of injuries to the head, neck and spine. Treatment intervention strategies will be addressed related to pathologies discussed within the course.

**Prerequisite:** GMAT 538

**GMAT 611: Clinical Medicine II (2 cr. lecture)**

This course is a continuation of Clinical Medicine I that continues to prepare athletic training students with normal and abnormal physiology of different body systems and the differential diagnoses of various medical conditions. The course will discuss the pharmacological agents used to in the treatment of the medical conditions.

**Prerequisite:** GMAT 542

**GMAT 612: Clinical Experience in Athletic Training III (2 cr. clinical)**

This course is designed to provide students with opportunities to develop clinical proficiency in evaluation, diagnosis, and treatment of non-orthopedic conditions developed through the life-span.

**Prerequisite:** GMAT 545

**GMAT 630: Clinical Experience in Athletic Training IV (4 cr. Clinical)**

This supervised clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team.

**Prerequisite:** GMAT 612

**GMAT 633: Evidence Based Practice III (1 cr. lecture)**

This course will educate students regarding development of discussion points and finalize scholarly research. Students will also prepare scholarly work with the intent of utilizing a public forum for dissemination.

**Prerequisite:** GMAT 517 and GMAT 529



GMAT 655: Organization and Administration in Athletic Training (3 cr. lecture)

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

GMAT 670: Clinical Integration V (8 cr. clinical)

This full-time clinical experience is designed for immersion into supervised athletic training practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training with an emphasis on inter-professional practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training, placing emphasis on transition to practice and development of leadership and organizational skills.

**Prerequisite:** GMAT 630

GMAT 685: Behavioral & Psychological Considerations in AT (2cr. lecture)

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

GMAT 688: Capstone in Athletic Training (1 cr. lecture)

This course is designed to discuss contemporary issues of transition to practice as an entry level professional and to prepare students for the Board of Certification Examination.

## **2020-2021**

### Recommended Academic Schedule

#### **Summer I (10 Credits)**

|          |                                          |   |
|----------|------------------------------------------|---|
| GMAT 506 | Principles of Athletic Training          | 2 |
| GMAT 504 | Clinical Appl. Of Care/Prevention in AT  | 3 |
| GMAT 502 | Applied Kinesiology                      | 3 |
| GMAT 503 | Foundations in Therapeutic Interventions | 2 |

#### **Fall I (11 credits)**

|          |                                            |   |
|----------|--------------------------------------------|---|
| GMAT 531 | Eval. And Treatment of the Lower Extremity | 4 |
| GMAT 542 | Clinical Medicine I                        | 2 |
| GMAT 517 | Evidence-Based Practice I                  | 1 |
| GMAT 516 | Clinical Experience in AT I                | 4 |

#### **Spring I (11 credits)**

|          |                                            |   |
|----------|--------------------------------------------|---|
| GMAT 538 | Eval. and Treatment of the Upper Extremity | 4 |
| GMAT 529 | Evidence Based Practice II                 | 1 |
| GMAT 546 | Clinical Experience in AT II               | 4 |
| GMAT 611 | Clinical Medicine II                       | 2 |

|                  |                                                 |   |
|------------------|-------------------------------------------------|---|
| <b>Summer II</b> | <b>(9 credits)</b>                              |   |
| GMAT 554         | Health and Fitness Principles                   | 2 |
| GMAT 612         | Clinical Experience in AT III                   | 2 |
| GMAT 685         | Behavioral & Psych Conditions in AT             | 2 |
| GMAT 655         | Organization and Administration                 | 3 |
| <b>Fall II</b>   | <b>(10 Credits)</b>                             |   |
| GMAT 633         | Evidence Based Practice III                     | 1 |
| GMAT 577         | Eval. And Treatment of the Head, Neck and Spine | 3 |
| GMAT 556         | Practical Applications of Health & Wellness     | 2 |
| GMAT 631         | Clinical Experience in AT IV                    | 4 |
| <b>Spring II</b> | <b>(9 credits)</b>                              |   |
| GMAT 688         | Athletic Training Capstone                      | 1 |
| GMAT 670         | Clinical Experience in AT V                     | 8 |

### Course Descriptions 2020-21:

Located in the Graduate Catalog: <http://www.gannon.edu/Academic-Offerings/Health-Professions-and-Sciences/Graduate/Athletic-Training/Course-Descriptions/>

GMAT 502: Applied Kinesiology (3 cr lecture/lab)

The purpose of this course is to explore human movement during performance of activities, especially the geometry of movement (kinematics) and the forces influencing movement (kinetics). This course will focus on applying an understanding of human movement and pathomechanics in a manner that is foundational for future studies in rehabilitation.

GMAT 503: Foundations in Therapeutic Interventions (2 cr. Lecture/lab)

This introductory course provides students with knowledge of theory and physiological concepts related to physical rehabilitation and therapeutic modalities. This course will relay foundational knowledge needed for clinical application.

GMAT 504: Clinical Application of Care/Prevention in AT (3cr. lab)

This course will develop the essential skill application needed for the prevention, assessment, and treatment of acute and emergent illnesses and injuries within the profession of athletic training. Emergency procedures, therapeutic taping, bracing, splinting techniques, and referral decisions will also be evaluated in this course.

GMAT 506: Principles of Athletic Training (2 cr. lecture)

This course provides an introduction to athletic training profession and an overview of the essential functions and duties of an athletic trainer as well as the sports medicine team. Students will gain basic skills required for general injury and illness prevention, legal considerations, environmental concerns, and general evaluation process.

GMAT 516: Clinical Experience in Athletic Training I (4 cr. clinical)

This supervised clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team.

**Prerequisite:** GMAT 504 and GMAT 506

GMAT 517: Evidence-Based Practice I (1cr. lecture)

This course is designed to discuss the role of research in the health professions. Content will discuss research terminology, epidemiology, database searches, developing research questions and the use of disablement models.

GMAT 529: Evidence Based Practice II (1cr. lecture)

This course will introduce the students on the research process which includes research hypotheses, research design, methods, statistical techniques and the ethical issues regarding human subjects.

**Prerequisite:** GMAT 517

GMAT 531: Evaluation and Treatment of the Lower Extremity (4 cr. Lecture/lab)

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the lower extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. This course will further discuss appropriate therapeutic intervention techniques used to treat pathological conditions related to lower extremity function.

**Prerequisite:** GMAT 502

GMAT 538: Evaluation and Treatment of the Upper Extremity (4 cr. lecture/lab)

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the upper extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Students will review clinical reasoning skills based on recognition, evaluation, and immediate care of orthopedic injuries in the upper extremity. This course will further discuss appropriate therapeutic intervention techniques used to treat pathological conditions related to upper extremity function.

**Prerequisite:** GMAT 531

GMAT 542: Clinical Medicine I (2 cr. lecture)

This course is an introduction to medical conditions for the athletic trainer/health care provider, diagnostic imaging testing, and basic principles of pharmacology. The course will review common procedures used in the athletic training facility. This course will also discuss special considerations for athletes such as drug misuse and performance enhancing drugs used by athletes and ethical issues surrounding the use of pharmacology in sport.

GMAT 546: Clinical Experience in Athletic Training II (4 cr. Clinical )

This supervised, semester long, clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team.

**Prerequisite:** GMAT 515

**GMAT 554: Health and Fitness Principles (2 cr. lecture)**

Course will examine the principles of Nutrition and Wellness as specifically related to sports participants. Students will acquire the knowledge necessary to apply sound nutritional, strength and conditioning, and wellness practices in the athletic population. This course also focuses on the design and application of programs for diet planning, aerobic and anaerobic training.

**GMAT 556: Practical applications of Health and Wellness (2cr. lab)**

Course will examine the principles of Nutrition and Wellness as specifically related to sports participants. This course is designed to instruct students in the safety and proper mechanics of wellness and weight training. Students will acquire knowledge as to the developments of specific resistance training programs through activity, laboratory and technology experiences. This course also focuses on the design and application of programs for diet planning, aerobic and anaerobic training.

**Prerequisite:** GMAT 554

**GMAT 577: Evaluation and Treatment of the Head, Neck and Spine (3 cr. lecture/lab)**

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the head, neck and spine. Through a hands-on approach the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of injuries to the head, neck and spine. Treatment intervention strategies will be addressed related to pathologies discussed within the course.

**Prerequisite:** GMAT 538

**GMAT 611: Clinical Medicine II (2 cr. lecture)**

This course is a continuation of Clinical Medicine I that continues to prepare athletic training students with normal and abnormal physiology of different body systems and the differential diagnoses of various medical conditions. The course will discuss the pharmacological agents used to in the treatment of the medical conditions.

**Prerequisite:** GMAT 542

**GMAT 612: Clinical Experience in Athletic Training III (2 cr. clinical)**

This course is designed to provide students with opportunities to develop clinical proficiency in evaluation, diagnosis, and treatment of non-orthopedic conditions developed through the life-span.

**Prerequisite:** GMAT 545

**GMAT 631: Clinical Experience in Athletic Training IV (4 cr. Clinical)**

This supervised clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team.

**Prerequisite:** GMAT 612

**GMAT 633: Evidence Based Practice III (1 cr. lecture)**

This course will educate students regarding development of discussion points and finalize scholarly research. Students will also prepare scholarly work with the intent of utilizing a public forum for dissemination.

**Prerequisite:** GMAT 517 and GMAT 529

GMAT 655: Organization and Administration in Athletic Training (3 cr. lecture)

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

GMAT 670: Clinical Integration V (8 cr. clinical)

This full-time clinical experience is designed for immersion into supervised athletic training practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training with an emphasis on inter-professional practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training, placing emphasis on transition to practice and development of leadership and organizational skills.

**Prerequisite:** GMAT 630

GMAT 685: Behavioral & Psychological Considerations in AT (2cr. lecture)

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

GMAT 688: Capstone in Athletic Training (1 cr. lecture)

This course is designed to discuss contemporary issues of transition to practice as an entry level professional and to prepare students for the Board of Certification Examination.

# **SECTION II: APPLICATION AND ADMISSION POLICIES AND PROCEDURES**

## **Admissions - 2-year Professional MAT Program**

The MAT Program admits up to 20 qualified students into each cohort, to begin classes in the summer semester. Students enrolled in the accelerated 3+2 program and students at universities with articulation agreements that meet the 3+2 criteria are guaranteed admission. The following are admission requirements to the Gannon MAT Program at Erie Campus:

- Baccalaureate degree from an accredited college or university
- Cumulative prerequisite course at a C or better. Grades below a C are not acceptable.
- Overall undergraduate QPA of 2.75 or better (4.0 scale)
- Applicant demonstrates the ethical, personal, and professional qualities to fulfill the roll of the athletic trainer as determined by review of the applicant's references
- Qualified applicants will be offered optional attendance at in informational session with faculty and current MAT students
- Meets Technical Standards of the athletic trainer
- Successfully pass background checks as required
- International Students: RLETS score of 6.5 or higher, or a TOEFL score of 69 or higher
- Rolling admissions

No otherwise qualified individual, by reason of their disability alone, shall be excluded from admission to the program in accordance with the Americans with Disabilities Act. Students must complete the Technical Standards for admission. It is the policy of Gannon University and the GU MAT Program to affirmatively implement equal opportunity to all qualified applicants. In administering its affairs, the University and MAT Program shall not discriminate against any person on any basis prohibited by law. All aspects of student affairs and education of students including recruitment, admissions, financial aid, placement, access to facilities, student discipline, student life, and student employment conform to this policy.

The following are program prerequisite courses required for the MAT program:

- One semester biology (100 level course)
- 200 level social/behavioral science (Gannon students are recommended take PSYCH 222 but other courses are acceptable)
- One semester of physics (100 level course with or without lab is acceptable)
- One semester of chemistry with lab
- Exercise physiology with lab (3 or 4 credit depending on syllabus) \*may be 3-credit with lab component embedded in course
- 2 semesters of 3-4 credits of anatomy and with physiology – lab required (may have a 3-credit course if syllabus identifies a lab component) OR 1 semester of anatomy and 1 semester of physiology
- Statistics

The above requirements cannot be waived. Prerequisites must be completed with five years preceding entrance to the graduate program and prior to the beginning the summer start of the year entering the graduate program.

Recommended Courses:

- Kinesiology with lab
- Nutrition
- Research Methods

To ensure prerequisite coursework is completed prior to the start of the MAT program, the Program Director and/or Admissions Committee reviews all transcripts provided during the admissions process. If there is a question as to the course provided as meeting the prerequisite course, a syllabus will be requested to verify completion of the content needed to complete the prerequisite course.

COVID UPDATE: due to COVID-19, the MAT program will accept a Pass or Fail grade for pre-requisite courses.

### **Master's in Athletic Training 3+2 - Internal Candidates**

Students that enter the accelerated 3+2 program will be enrolled in an undergraduate degree and will begin the MAT professional phase of the program the summer after their junior year. Students will be transitioned from an undergraduate student to a graduate student after their junior year.

- Gannon applicant completes the Gannon University graduate application.
- Once application is complete, the applicant's information is reviewed by the Admissions Committee and identifies any area of concern, such as a letter of recommendation that identifies a concern.
- If a concern is noted in a letter of recommendation, the individual writing the letter is contacted for further information to clarify the concern.
- Admissions Committee provides acceptance decisions.
- Letter is mailed to the applicant offering spot in cohort. 2-6 weeks are provided for \$300 non-refundable deposit and acceptance of seat in class.
- An alternative candidate list is developed, as needed, as a space opens in this cohort.
- Seats are only offered based on a cohort size of 20 students.

### **Master's in Athletic Training - External Candidates**

- Applicant completes ATAS application at <https://atcas.liasoncas.com>. Application includes college course completion, grades earned, prerequisite information, demographic information, three letters of recommendation, and additional required information.
- Once application is verified, ATCAS provides applicant information to Admission Committee, and appointed core faculty.

- Graduate Admissions Office seeks additional information, as necessary, to complete MAT applications.
- Graduate Admissions Office ensures a complete application.
- Admissions committee reviews applicants for any red-flag concerns, such as a letter of recommendation which identifies a concern.
- If a concern is noted in a letter of recommendation, the individual writing the letter is contacted for further information to clarify the concern.
- Admissions Committee provides acceptance decisions to those based on the number of seats available in the cohort. 2-6 weeks are provided for \$300 non-refundable deposit and acceptance of seat in class.
- An alternate candidate list is developed, as needed, as a space open in this cohort.
- Seats are only offered based on a cohort size of 20 students.

## **Undergraduate MAT Tracks - Erie Campus**

Gannon University prepares students for acceptance into the MAT Program. Students are accepted into one of the following programs: Applied Exercise Science, or any student that has met prerequisite criteria. The recommended curriculums for these undergraduate programs are detailed in the Gannon University undergraduate catalog.

Students meeting either of the admission criteria below have a guaranteed position in the MAT Program. Inability to maintain the required criteria, however, will result in removal from this program option.

### **3+2 Program**

- SAT total of 1090 (ACT score of 21 or higher)
- High school GPA of 3.0 or higher on a 4.0 scale

\*Due to COVID-19, the MAT program will not require SAT scores for those students that were not able to take the exam due to the pandemic. Students should refer to the undergraduate admissions office for further details regarding this exemption.

Students offered this guaranteed position must also maintain the following criteria while enrolled in the Undergraduate Program at Gannon:

- Overall GPA (no rounding) of 3.0 or higher in Gannon undergraduate courses by end of senior/4<sup>th</sup> year
- A grade of “C” or higher must be earned in all pre-requisite courses
- Students are allowed to repeat up to 4 credits of pre-requisite course work
- Students can only replace up to 2 prerequisite course grades if the original grade was a “C”



## Additional Admission Requirements

- Three letters of recommendation
- The ability to meet the technical standards of an athletic trainer related to the physical, emotional, intellectual and communication standards.
- Successful completion of background checks
- Physical examination and immunization records
- Proof of health Insurance

## Tuition and Fees

Tuition for the 2020-21 academic year = \$670/credit

Program Fees = \$450

- National Athletic Training/Association (NATA) membership fee. Non-certified students \$65/year for new members, and \$85/year for renewing members. Each student will have to be renewed yearly.
- Optional: Certified Strength and Conditioning Specialist Exam - \$340 for NSCA members, and \$475 for non NSCA members
- Board of Certification exam - First time \$300, re-take candidates fee \$400
- Physicals and Immunizations - costs vary, student's responsibility
- Drug testing depending on clinical placement - costs vary, student's responsibility
- Travel to and from clinical placement - costs vary, student's responsibility
- Health insurance - student/family responsibility and is required for the program
- Gannon University - Exercise Science/Master of Athletic Training has partnered with CastleBranch, one of the top ten background check and compliance management companies in the nation to provide you a secure account to manage your time sensitive school and clinical requirements.
- New Student Application for background clearances: \$27
- After full acceptance Compliance Tracker purchase: \$35
- International Background Checks: Approximately \$65
- \*prices for CastleBranch subject based on current background check costs

## Essential Functions of the Student AT Athletic Training Program Technical Standards

*Taken/adapted from the NATA Education Council Guidelines*

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 ("ADA" or "the Act"), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 "prohibits all programs or activities receiving federal financial assistance from

discrimination against individuals with disabilities who are "otherwise qualified" to participate in those programs." With respect to post-secondary educational services, an "otherwise qualified" individual is a person with a disability "who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity."

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student's program of study, or directly related to licensing requirements, is allowable under these laws. In applying Section 504 regulations, which require individuals to meet the "academic and technical standards for admission," the Supreme Court has stated that physical qualifications could lawfully be considered "technical standard(s) for admission." Institutions may not, however, exclude an "otherwise qualified" applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would "fundamentally alter" and/or (b) place an "undue burden on" the educational program or academic requirements and technical standards which are essential to the program of study.

The following guidelines embody the physical, cognitive, and attitudinal abilities an Entry-Level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity. The guidelines serve to recognize abilities essential to the development of these Entry-Level abilities. Further, the guidelines reflect the necessary and required skills and abilities identified for the Entry-Level Athletic Trainer as detailed in the NATA Athletic Training Educational Competencies and the BOC, Inc., Role Delineation Study.

The following guidelines embody the physical, cognitive, and attitudinal abilities an Entry-Level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity. The guidelines serve to recognize abilities essential to the development of these Entry-Level abilities. Candidates for the degree must be able to meet these minimum standards for successful completion of degree requirements.

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

Applicants to this program are asked to verify that they understand the demands of the program and that they understand they will be required to complete the tasks, with or without reasonable accommodations, associated with performance as an athletic training student. Reasonable accommodation refers to the way in which Gannon University can assist students with disabilities to accomplish these tasks (i.e. providing extra time to complete an examination, enhancing the sound system in a classroom or providing a push cart for a student who may not have the strength to carry a heavy item for moderate distances). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does, however, mean that the athletic

faculty/staff will work with students with disabilities to determine whether there are ways to assist the students towards completion of these tasks while continuing to maintain the integrity of the Athletic Training Education Program and protecting the safety of all involved.

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

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

Candidates for selection to the Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the ATP curriculum as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Gannon University MAT will be required to verify they understand and meet these technical standards or that they believe that, with reasonable accommodations, they can meet the standards. The Gannon University Office of Disability Support Services (Lisa Laird; [laird004@gannon.edu](mailto:laird004@gannon.edu) 814-871-5522), located at Palumbo Academic Center (PC1025) 824 Peach St, Erie, PA 16541, will evaluate a student who states he/she could meet the program's technical standards with accommodation and, given appropriate documentation, confirm that the stated condition qualifies as a disability under applicable laws.

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

### **Transfer of Credits**

Transfer of graduate level courses, in place of required athletic training courses, will be evaluated on a case-by-case basis by the Admissions Committee. Generally, transfer of graduate level courses to replace athletic training courses are not accepted.

An enrolled MAT students wishing to use successfully completed graduate credits in place of elective coursework should provide transcripts, and the identified course titles to the program chair. The program chair will review the relevance of these courses, and if approved, an email will be sent to the registrar requesting transfer of these credits to the student's transcripts. This transfer of credits will serve to fulfill the 5-6 elective credits required for graduation.

An applicant wishing to transfer graduate level courses, to replace MAT program courses, must provide comprehensive course descriptions, syllabi and schedules, to the program chair. This information will be evaluated for its consistency with the GU Erie MAT Program coursework. Applicants will be advised in a timely manner, of the MAT program's ability to transfer these credits into the program. Generally, transfer of graduate level courses to replace DPT courses are not accepted.

### **Articulations Agreements with Outside Colleges and Universities**

The Master of Athletic Training Program maintain articulation agreements with various undergraduate institutions as a means of mutual promotion of AT education. Currently these agreements offer early admission opportunities and/or a 3+2 model to a designated number of students desiring enrollment in Gannon's Master of Athletic Training Program.

Articulation agreements are reviewed annually with the outside program, and require ongoing communication with the program to determine appropriate applicants, the interview process (if required), and selection of candidates for the specific program. A copy of the agreement is maintained in the Program Director's office. Applicants from these colleges/universities must use Gannon's internal application process to submit their applications. Acceptance decisions are communicated directly with the applicant.

## **Equal Opportunity and Non-Discrimination Policy**

It is the policy of Gannon University and the GU MAT Program to affirmatively implement equal opportunity to all qualified applicants and existing students and employees. In administering its affairs, the University and MAT program shall not discriminate against any person on any basis prohibited by law. All aspects of employment including recruitment, selection, hiring, training, transfer, promotion, termination, compensation and benefits shall conform to this policy. All aspects of student affairs and education of students including recruitment, admissions, financial aid, and placement, access to facilities, student discipline, student life and student employment conform to this policy.

Gannon University and the GU MAT Program does not discriminate on the basis of sex in its education programs and activities. Gannon University will protect the rights of all students and employees to work and study free from harassment, including sexual harassment and/or sexual violence.

Inquiries and complaints concerning the application of Title IX and other non-discrimination policies are to be referred to the Gannon University Title IX Coordinator at 814-871-7224, and Director of Human Resources at 814-871-5624, or addressed in person. Human Resources is located in 306 Beyer Hall in the Student Development and Engagement office.

## **Undergraduate Academic Advising**

The MAT program faculty support the undergraduate students through academic advising and answering MAT program-related questions for students in undergraduate programs.

The undergraduate advisor assist the students with questions related to athletic training admissions requirements as well as completion of undergraduate degree requirements and maintaining GPA for their specific undergraduate program track.

# SECTION III: PROFESSIONAL BEHAVIOR POLICIES AND PROCEDURES

## Professional Behavior Expectations and Policy

In the process of becoming a professional, the student accepts certain responsibilities related to behavior. Professional behavior is characterized by integrity, respect, openness to new situations and people, intellectual curiosity, responsibility for one's own actions, and a commitment to ethical practice. The MAT program endorses the philosophy and behaviors embodied in the Mission Statement of Gannon University, the Athletic Training Foundational Behaviors, the Code of Ethics of the National Athletic Trainers' Society, and the BOC Standards of Professional Practice. The program expectations of the student's professional behaviors are based on these documents and the Gannon University's policies and procedures.

Athletic Training Foundational Behaviors -These basic behaviors permeate every aspect of professional practice, and should be incorporated into instruction in every part of the educational program. The behaviors in this section comprise the application of the common values of the athletic training profession.

### Privacy of the Patient

- Recognize sources of conflict of interest that can impact the patient's health
- Know and apply the commonly accepted standards for patient confidentiality
- Provide the best health care available for the patient
- Advocate for the needs of the patient

### Teamed Approach to Practice

- Recognize the unique skills and abilities of other health care professionals
- Understand the scope of practice of other health care professionals
- Understand and execute duties within the identified scope of practice for athletic trainers
- Include the patient (and family, where appropriate) in the decision-making process
- Demonstrate the ability to work with others in effecting positive patient outcomes

### Legal Practice

- Practice athletic training in a legally competent manner
- Recognize the need to document compliance with the laws that govern athletic training
- Understand the consequences of violating the laws that govern athletic training

### Ethical Practice

- Understand and comply with the NATA's *Code of Ethics* and the BOC's *Standards of Practice*
- Understand the consequences of violating the NATA's *Code of Ethics* and BOC's *Standards of Practice*
- Understand and comply with other codes of ethics, as applicable.

### **Advancing Knowledge**

- Critically examine the body of knowledge in athletic training and related fields
- Use evidence-based practice as a foundation for the delivery of care
- Understand the connection between continuing education and the improvement of athletic training practice
- Promote the value of research and scholarship in athletic training
- Disseminate new knowledge in athletic training to fellow athletic trainers, patients, other healthcare professionals, and others as necessary

### **Cultural Competence**

- Understand the cultural differences of patients' attitudes and behaviors toward health care
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to work respectfully and effectively with diverse populations and in a diverse work environment.

### **Professionalism**

- Advocate for the profession
- Demonstrate honesty and integrity
- Exhibit compassion and empathy
- Demonstrate effective interpersonal communication skill

Students are expected to conduct themselves in a manner that is reflective of a professional and are consistent with the following minimal standards (but not limited to):

1. Demonstrate good judgment
2. Conduct themselves in an ethical manner including but not limited to:
  - a. maintenance of confidentiality
  - b. honesty concerning personal, academic, and medical information
3. Commit to fulfilling professional responsibilities
4. 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

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.

**Procedures/Practices:**

1. Students in conflict with professional behavior expectations will be reviewed by the MAT program faculty.
2. The MAT program faculty will determine if a student is to be placed on Professional Behavior Probation, and the terms of that probation. These probation conditions will be determined on a case-by-case basis.
3. The Program Chair will issue a letter to the student detailing the conditions of the probation and probation length.
4. The student's academic advisor will review the letter and conditions of the probation with the student and have the student sign the letter. A copy of the letter is placed in the student file and copied to the dean and advisor.
5. The MAT faculty may choose to dismiss a student based on a single severe offense, or recurrent offenses.
6. Students have the right to appeal dismissal decisions by the MAT program faculty, as outlined in the Dismissal section of the Gannon University Graduate Catalog.
7. Students on Professional Behavior Probation will automatically be reviewed by the MAT faculty at the end of the semester to assess student's progress. The Program Chair will issue a letter to the student with any revisions in the probation conditions.

**Ethical Behavior**

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

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

**NATA Code of Ethics:**

<https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>

**BOC Standards of Professional Practice:**

[https://www.bocac.org/system/document\\_versions/versions/154/original/boc-standards-of-professional-practice-2018-20180619.pdf?1529433022](https://www.bocac.org/system/document_versions/versions/154/original/boc-standards-of-professional-practice-2018-20180619.pdf?1529433022)



## Unethical & Criminal Activity

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

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

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

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

### **Student Guidelines for Academic Integrity in the MAT Program/Academic Integrity**

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

The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of this code are the responsibilities of the students and faculty of Gannon University. Therefore, all students and faculty members shall adhere to the basic principles of this Code. Each student will receive the Code of Academic Integrity publication of Gannon University during Freshman Orientation or entrance into the University. Upon review of the publication, the students will be invited to sign a pledge to uphold the Academic Integrity of their work and the work of their peers.

## **Forms of Academic Dishonesty**

### **Plagiarism**

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

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

EXAMPLES (Including but not limited to)

1. Whenever one quotes another person's actual words.
2. Whenever one paraphrases another person's idea, opinion or theory; and
3. Whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

### **Fabrication**

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

EXAMPLES (Including but not limited to)

1. Citing information not taken from the source indicated.
2. Listing sources in a bibliography not used in the academic exercise.
3. Inventing data or source information for research or other academic exercise.
4. Submitting as your own any academic exercise (e.g., written work, documentation or legal document [e.g., patient charts, etc.], painting, sculpture, etc., etc.) prepared totally or in part by another.
5. Taking a test for someone else or permitting someone else to take a test for you.
6. Collaborating with another person or external entity to participate in a discussion activity in an online course.
7. Paying for a Web service to provide answers for online homework and exams.
8. Paying for a Web service to complete an online course.

### **Cheating**

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

EXAMPLES (Including but not limited to)

1. Copying from another student's test paper and/or other assignments.

2. Actively facilitating another student's copying from one's own test paper/other assignments.
3. Using the course textbook or other materials such as a notebook not authorized for use during a test.
4. Collaborating during a test with any other person by receiving information without authority.
5. Using specifically prepared and unauthorized materials or equipment during a test, e.g. notes, formula lists, notes written on student's clothing, etc.
6. Reporting a clinical visit completed when it was not.
7. Falsifying reports of clinical visits, laboratory exercises, or field experiences.
8. Utilizing cheating devices and any other technology to communicate question content and answers with another person during the administration of an exam.
9. Performing web searches for answers during an online exam.
10. Collaborating with another person or external service to participate in a discussion activity or exam in an online course.

### **Academic Misconduct**

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

EXAMPLES (Including but not limited to)

1. Stealing, buying or otherwise obtaining all or part of an administered test.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
3. Bribing any other person to obtain an unadministered test or any information about the test.
4. Entering a building, office file or computer/computer system for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of the University which relate to grades.
6. Entering a building, office, file, or computer/computer system for the purpose of obtaining an unadministered test.
7. Hiding and/or mutilating library/classroom books and/or equipment.
8. Taking an online exam or quiz early to share question content with other students.
9. Sharing Blackboard or Gannon user ID login information with another person or external entity to submit or share class work.

### **Academic Dishonesty Procedure**

1. If an instructor suspects that a student has violated Gannon University's Code of Academic Integrity, he/she will promptly notify the student involved as well as the department chair responsible for the course in question. At no time during the investigation or appeal process are students permitted to withdraw from the course.

Within 10 calendar days of the discovery of the alleged violation the instructor will notify the student of the allegation and invite the student to meet to review the matter and to explain the alleged violation. If the student chooses to meet with the instructor to contest the allegation, this meeting shall be scheduled within 7 calendar days of the notification.

2. If the student is cleared of the allegation, the matter will be dropped. If not, then the instructor will inform the Dean's Office of the violation. (The Dean's Office to be notified is the one responsible for the course.) This Office shall then inform the instructor of the student's number of previous violations of the academic integrity policy, if any. In consultation with the department chair the instructor will then impose a sanction upon the student. A letter detailing the sanction will be sent to the student from the instructor and copied to the three College Deans. The letter shall be sent within 10 calendar days from the date the Dean was notified. The student should be aware that admission of guilt does not eliminate or lessen the sanction imposed by the instructor.
3. The student may appeal the instructor's decision to the Dean of the College in which the course resides. Appeals must be made within 7 calendar days of the date of the instructor's decision. Students are expected to continue to attend class during the appeal process.
4. A hearing will be scheduled within 10 calendar days of the Dean receiving the student's appeal. The hearing will include the Dean, the instructor, and the student. The instructor will present pertinent evidence and the student will be given the opportunity to challenge the evidence and present a defense. The student may have one guest present during the hearing, but the guest is not allowed to speak during the hearing unless permitted by the Dean.

The Dean will issue a finding based upon the evidence presented. If the Dean determines that insufficient evidence has been presented, the matter will be dropped. If the Dean finds the student in violation of the Code of Academic Integrity, he/she may support the academic sanction originally imposed by the instructor. The Dean also has the power to issue administrative sanctions [i.e., separation from the University]). In considering the penalty to be imposed, the Dean shall take into account the evidence of the appeal proceeding as well as any documented previous infraction(s). A letter detailing the sanction will be sent to the student from the Dean and copied to the other two College Deans.

5. Following the Dean's decision, the student has 7 calendar days to make a final appeal to the Provost with respect to the fairness of the proceedings and/or the appropriateness of the sanction. The Provost will issue a decision within 7 calendar days of the appeal. Students are expected to continue attending class during the appeal process. A final letter will be sent to the student from the Provost and copied to the three College Deans.

(Note: At the Dean's or Provost's discretion, exceptions to the calendar day requirements can be made for unusual circumstances such as Christmas or summer breaks).

6. Once all appeals are exhausted and a final decision has been made the Dean's office responsible for the course will report the finding of academic dishonesty to each of the other Academic Deans.

### **Academic Dishonesty Sanctions**

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

1. A grade of "zero" for the assignment involved (as imposed by the instructor in consultation with the department chair). This penalty will generally be applied in the case of a student's first offense. However, the instructor has the right to impose a more severe penalty based on the circumstances of the offense.
2. Failure of the course (as imposed by the instructor in consultation with the department chair). This penalty will generally be applied in the case of a student's second documented offense. However, the instructor has the right to impose a lesser penalty based on the circumstances of the offense.
3. Subject to review and approval of the Dean responsible for the course, separation from the University. This penalty will generally be applied in the case of a student's third documented offense. However, the Dean has the latitude to apply a lesser penalty depending on the circumstances of the offense.

### **Review and Expunging of Records**

1. Records of completed disciplinary proceedings are destroyed if the student is acquitted.
2. Records of the completed disciplinary proceedings are maintained by the Dean's Office if the student is found guilty. The records are maintained for a period of three years after the student leaves or graduates from the University.

### **Policy of Professional Integrity**

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

#### **Ethical Behavior**

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

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

### **The Pledge**

As a Master of Athletic Training student at Gannon University Erie Campus, I understand the importance of demonstrating the core values of accountability, altruism, compassion, excellence, integrity, professional duty, and social responsibility. I understand and will uphold these values through my interactions with fellow students and faculty. I have read and will follow the Academic Integrity Guidelines established by the MAT Program. I understand it is my duty to conduct myself in an ethical manner at all times. It is also my responsibility to ensure the others also abide to the Honor Code.

### **Academic Grievance Policy**

The following information is taken from the Institutional Policy Manual Vol. 7, Section 7.5.1-7.5.4

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

### **General Guidelines**

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

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

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

### **Informal Resolution Phase**

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

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

### **Formal Resolution Phase**

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

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

- next level of the organizational chart by providing a written account of the grievance process and decision.
- a. A written account must be submitted to the next level of the organizational chart within two weeks of receipt of the decision rendered by the immediate supervisor (Step 1).
  - b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated, a copy of the decision of the immediate supervisor and a brief statement of the desired outcome.
  - c. Within three weeks of receipt of all written materials, the next level of the organizational chart will fact-find from involved parties and render a resolution in writing to the parties involved.
3. The third step, if needed, in the formal resolution process is to appeal to the appropriate College Dean.
- a. The College Dean shall be given a written account of the grievance process to date. This must be submitted within two weeks of receipt of the resolution decision rendered by the next person on the organizational chart (Step 2).
  - b. The College Dean shall render a decision in writing to the parties involved within three weeks.
  - c. In the event the Dean's resolution of the alleged academic grievance is not satisfactory to either party, the appeal shall be directed to the Provost and Vice President of Academic Affairs.
4. The fourth step, if needed, in the formal resolution process is to appeal to the Provost and Vice President of Academic Affairs. This step must be initiated within two weeks of receipt of the College Dean's decision.
- a. The Provost and Vice President of Academic Affairs shall review the written appeal and response(s) to make a determination whether or not there are sufficient grounds to hold an appeal hearing.
  - b. If there are insufficient grounds to hold an appeal hearing, the decision of the College Dean will be upheld.
  - c. If there are sufficient grounds to hold an appeal hearing, the Provost shall establish an ad hoc grievance appeal panel.
    - i. A grievance appeal hearing panel would be established on an ad hoc basis and consist of five members for each case. The grievance appeal hearing panel shall be convened by the Provost and Vice President for Academic Affairs. The panel shall be composed of the Provost and Vice President for Academic Affairs, or her/his designee (serves as Chair), two faculty representatives chosen from the Faculty Senate Academic Grievance Group, and two student representatives chosen from the Student Government Association Academic Grievance Group. The Provost and Vice President for Academic Affairs, or her/his designee shall have a vote only in event of a tie.
5. The panel members shall conduct the business of the appeal in strict confidence, and in private. The meetings and deliberations of the panel shall be closed.



6. The panel members shall have access to the written appeals and each person involved in the grievance.
7. The panel decision shall be communicated in writing to the student, faculty member, College Dean and program director.
8. The decision of the grievance appeal panel must be submitted in writing by registered mail to both parties. This communication should include an opportunity for a member of the panel or the Provost and Vice President for Academic Affairs to debrief or otherwise provide further assistance to either party.
9. The decision of the grievance appeal panel is final.

### **Repeat Course Policy**

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

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

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

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

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

- c. At end of practical, prior to your feedback, there should be no discussion or conversation with other students in the room.

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

3. AT Skill Assessments - These activities may also be considered a “simulated” examination in some instances; therefore, the same cheating behaviors as in #2 apply.
4. In addition, the following guidelines apply:
  - b. The AT skill assessments may involve a student treating another student as a patient. The student playing the patient cannot give any clues/hints to the athletic training student at any time during the check-off.
  - c. The athletic training student may not ask for any assistance from the “patient”.
5. Simulations - These activities include both an “application” and written examination component and therefore the cheating behaviors listed previously apply.
6. The following specific guidelines apply: (if applicable)
  - a. You are not to give or ask for direct information from your “patient” regarding the case
  - b. Your “patient” should not share any information with you if not directly asked.
  - c. The SOAP notes are to be written individually or only with your designated group
  - d. If asked, you may proofread another student’s note only after you have completed your own note.
  - e. Always return the “patient” information sheet and the “prescription” to the instructor immediately following the simulation – as applicable.
  - f. Never allow the AT student to review the “patient” information sheet during or after the simulation.
7. Written Assignments - These activities are an individual’s work and any copying or sharing of information is considered a form of cheating. Please refer to the guidelines under plagiarism in the Gannon University Code of Academic Integrity.
8. Research Projects - Each project must be original work by each group. Research cannot be fabricated or contain falsified findings. Please refer to the guidelines under plagiarism in the Gannon University Code of Academic Integrity.
9. Group Assignments/Projects - Group projects must be completed with contributions from all participants. It is the expectation of the program that by listing the names of the students on a project, that all students have equally contributed to the final product.
10. Online Testing in Blackboard /Take home tests & Online discussions - there may be times that there are standardized tests and/or quizzes that are take home in nature or administered through the Blackboard LMS. Taking pictures of the content of the quizzes and/or exam, taking a screen shot of the content of the quizzes and/or exams, or sharing other’s answers

to discussions or the content of discussions with other classmates is a form of academic dishonesty and will be counted as cheating. Refer to the graduate catalog for disciplinary actions as a result of academic integrity infractions.

11. **Social Networking** - Due to the increase in use of social media networking (i.e. Facebook, Twitter, online blogs, etc.), students must be aware and responsible for the content posted on these websites. Students are not to disclose any information regarding tests, oral practical exams, check-offs, current or past patients from clinical experiences, or any other information that might be considered as violating HIPAA or FERPA standards.

### **Social Media Policy**

The Gannon University Master of Athletic Training Program has expectations for responsible and ethical behavior with Social Media. Examples include but are not limited to:

- Social networking sites such as Facebook or Instagram
- Video and photo sharing websites such as YouTube, Snapfish, Flickr, Snapchat
- Microblogging sites such as Twitter or Tumblr
- Weblogs and Online forums or discussion boards
- MAT Program, Erie Campus
- Any other websites or online software applications that allow individual users to post or publish content on the internet.

Students should exercise care and good judgment when posting personal information/content on these sites. As a student of the MAT program at Gannon University, the general public, clinical instructors, the assigned facility and future employers, may view postings/pictures/videos erroneously.

**POLICY:** Students should not post any information on social media sites in regard to patients, clinical sites, clinical instructors, students, faculty and staff, even if it is believed that that all identifying information has been blinded. Additionally, the student will refrain from interaction with staff or patients on social media. This policy is intended to protect the privacy and confidentiality of patients, fellow students, faculty and staff, adjuncts and guest lecturers, clinical educators and affiliated facilities. Student must read and comply with all clinical facility HIPAA and social media policies.

**PROCEDURES/PRACTICES:** If there is an infraction which occurs while completing coursework/activities on campus, the student will be reviewed by the Student Performance Committee. Noncompliance with these policies while in clinic may result in the clinic site dismissing the student with subsequent student review by the Student Performance Committee to determine his/her status in the program.

**PROCEDURES/PRACTICES:**

1. Students will request permission from the class instructor prior to recording lecture or laboratory activities.

2. Written consent is required before recording patients/community volunteers. Consent forms are available on the MAT website, and from the program secretary. The course coordinator will maintain these consents in the course files.

### **Photography/Audio/Videotaping Course Activities**

Photographing or using an audio/video device to record a fellow student, faculty, guest lecturer, adjunct, or patient/community volunteer WITHOUT their prior knowledge AND verbal or written consent obtained is prohibited.

Any infractions of the Social Media Policy may lead to disciplinary action as noted under the Professional Behavior Policy.

### **Confidentiality**

Students are expected to maintain confidentiality in BOTH the clinical and academic settings. This includes, but is not limited to, patient/client information, and information shared by individuals/colleagues from the community (community volunteers and community projects). Students are expected to be familiar with and adhere to HIPAA guidelines.

Students are introduced to the HIPAA in the first semester of the curriculum prior to any contact with patients or community volunteers in the classroom. Additional review of HIPAA regulations with assessment will occur prior to student participation in the first clinical experience. Students are required to complete an online HIPAA course and provide the MAT Program with a certificate of completion prior to any clinical education experience. Proof of the student's competency on HIPAA is available in the student's file. Students must seek written permission from an individual/organization prior to gathering information, and/or taking pictures/videos, and maintain the written authorization when the material is submitted as part of coursework. All coursework that is completed that uses patient information or administrative information will be de-identified when submitted or presented to the course coordinator, unless written permission has been obtained to disclose the information.

### **HIPAA**

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

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

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

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

HIPAA training is conducted in the GMAT 505 and students are required to review a course through an online service. This review is required to be completed prior to any clinical education experiences. A summary of the HIPAA policy rule can be found at: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/privacysummary.pdf>

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

FERPA training is conducted as part of the GMAT 505 course requirements. The university has approved FERPA training through the Registrar's Office. The training power point is loaded into the University's Blackboard learning management system and is required for the students to complete prior to the first clinical education rotation. Students are required to complete an online FERPA course and provide the MAT Program with a certificate of completion prior to any clinical education experience.

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

1. The right to inspect and review the student's education records within 45 days of the day Gannon University receives a request for access.
  - A student should submit to the Registrar's Office written requests that identify the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

If the records are not maintained by the Registrar's Office, the student will be advised of the correct person to whom the request should be addressed.

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

for no more than one academic year, but can be filed annually with the Registrar. The implications of a Directory Hold are far-reaching, and students should consult with the Registrar before submitting a request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific University to comply with the requirements of FERPA. The office that administers FERPA is:

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

## **SECTION IV: ACADEMIC-RELATED POLICIES AND PROCEDURES**

### **Academic Advising**

Faculty members in the MAT Program are dedicated to facilitating the achievement of the personal, academic, career and professional goals of the MAT student within the framework of their professional educational program and services provided by the University. The central element in advising excellence is genuine and sustained concern for students as persons and belief in their capacity for self-directed growth. Faculty members are also obligated to assure the public that graduates of the MAT Program will meet standards of safe practice in caring for the needs of others.

**POLICY:** Students are expected to maintain an appropriate level of communication with their faculty advisor related to their progress in the MAT program.

**PROCEDURES/PRACTICES:** Each student is assigned to a faculty advisor. That advisor will be the primary advisor to the student during the student's years of study, unless either party requests a change.

Responsibilities of the student to their faculty advisor include:

1. Making appointments with the advisor as requested/deemed appropriate, to keep the advisor informed of their academic progress.
2. Keeping the program secretary and advisor current on their contact information, and notifying them promptly if any changes occur as to where or how they can be reached.
3. Under the supervision of their advisor, student may examine their programmatic records.

**\*After advising day, student will have their schedule and should register through the Gannon registration system for their courses.**

### **Orientation for Students**

Incoming students are oriented to the program including the policies and procedures of the program, the curriculum schedule, the role of faculty advisors, and campus services. It is the student's responsibility to familiarize themselves with all program policies and procedures included in the handbook, as not all policies are reviewed in this session.

A mandatory orientation session is held with incoming students to the MAT Program prior to the start of the first semester. The session also offers the opportunity for students to meet their colleagues and the faculty. Students are instructed in how to access the Student Handbook, and key policies will be reviewed.



## Athletic Training Program Grading Scale

Graduate Council approved grading scale

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

The Gannon MAT Program in Erie is founded on the premise that students need to demonstrate a minimum of 75% competency in knowledge and skill performance on all content of the MAT curriculum. This premise underscores that the student is safe, does no harm to the clients/patients that they examine and treat, but also that the student makes appropriate clinical decisions in the selection and performance of examination tools, evaluation, PT diagnosis/prognosis, and interventions that they choose.

Inherent in this premise is a strong expectation for the student to perform and strive for performance above the 75% level.

### Program Retention

Students enrolled in the 3+2 master's degree program will be required to meet the following criteria to retain their guaranteed admission to the professional phase of the education (years four and five).

- Must maintain a cumulative GPA of 3.0\* both overall and in prerequisite coursework. (evaluated after sophomore year, spring semester) Failure to do so will lead to probationary status in which the student will be granted one year to show progress toward raising their GPA to the acceptable standard. At the end of the yearlong probationary period, the student must possess a cumulative and/or prerequisite GPA of 3.0 or higher or they will be removed from the five-year master's program and will be placed in the undergraduate Applied Exercise Science bachelor degree program. The student may then apply for admission to the entry-level master's degree program at the conclusion of the

undergraduate degree and will be considered according to the standards highlighted previously.

\*Exceptions may be made on a case-by-case basis, based on the discretion of the program director and a review of the overall academic progress and with the Dean.

- The student is permitted to retake prerequisite courses but must recognize that, given the accelerated nature of the program, deviating from the designed progression is not recommended if the student is to stay on pace for successful matriculation through to the professional portion of the program.

### **Program Progression**

Students enrolled in the professional 2-year master's program, as well as 3+2 master's students in the **professional phase** of their program will be required to meet the following criteria in order to matriculate to graduation from the program.

- Maintain a cumulative GPA of 3.0; students who fall below these criteria will be granted one semester of probationary status in which they will be required to raise their grade point average above the minimum standard, or they will be separated from the program.
- If students fall below a 3.0 during a *semester*, the student will be placed on program academic probation.
- Achieve a grade of C or better in all 500-level and cross-listed courses.
- Retake no more than two 500-level / cross-listed courses over the course of the program.

### **Graduation**

Degrees are conferred three times per year: May, August and December. Attendance at Commencement ceremonies, which are held in May and in December, is highly recommended, since graduation is such an important and joyous occasion in the life of academic institutions. A graduate student completing all requirements by the end of the spring semester is eligible to participate in the May ceremony. August graduates who have had their application for graduation approved by their program director and complete their requirements during the summer may participate in the May ceremony. A graduate student is eligible to participate in the December ceremony only after all requirements are completed in December. Submission of the form, which is available in the offices of the Dean, Registrar, and on GUXpress under student academic forms, will begin an administrative process in which the student's file will be carefully examined by the program director with regard to program requirements for graduation and potential difficulties. An early application will allow for both expeditious processing of the request and time to make up any deficiencies. May and August graduates must apply before November 15. December graduates must apply for graduation before May 31.

## Academic Probation

Academic Probation is a serious warning that the student has failed to meet the University's minimum academic standards. Students are expected to work well above the minimum, both for their individual benefit and for the good of the entire academic community. In fact, students are expected to achieve the highest quality of academic work of which they are capable.

Probationary status is a conditional permission for a student to continue studying at the University until he or she regains good academic standing or is separated from the University for having failed to regain good standing. The Academic Probation and Separation Policy is as follows:

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

1. Graduate students who have attempted fewer than 9 credits at Gannon University will receive a letter of warning.
2. Graduate students who receive a provisional academic admission and have attempted 9 credits or more at Gannon University will be dismissed.
3. Graduate students who received a regular admission and attempted 9 credits or more but students who fail to raise their cumulative grade point average to a 3.0 or above after attempting 9 additional credits will be dismissed.
4. Notwithstanding the prior guidelines, graduate students who have attempted 9 credits or more at Gannon University whose cumulative grade point average is less than 2.3 will be dismissed
5. Graduate students who have attempted 24 credits or more at Gannon University will be subject to dismissal.

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

Appropriate College Deans will notify students who have been placed on academic probation. These students will be expected to engage in academic advisement program and concentrate their energies on their studies so that they can bring their work up to the required standard.

Except with the written permission of both the Vice-President for Academic Affairs and the Dean of Student Development, students on probation may not hold office in any University organization, participate in any intercollegiate events or programs, or otherwise represent the University lest they further jeopardize their academic standing.

Students who are separated from the University may not enroll in any University credit course for one full year. Applications for readmission will not be reconsidered until the expiration of one year. Readmission is not a right. The Admissions Committee will take favorable action only when it is satisfied that the factors which led to the failure have been rectified. It is the student's responsibility to demonstrate that he or she has a reasonable prospect for academic success at Gannon. Any student readmitted will be on probation and assigned to special

advisement program for the first semester following his or her return. If the student is separated a second time, he or she will not be readmitted.

Students who are separated may appeal that separation to their College Dean. Such an appeal would need to cite extraordinary circumstances that adversely affected academic performance. The College Dean will review all such appeals.

### **Interruption of Study**

It is expected that degree-seeking students will make steady and continued progress towards completion of the program. However, students occasionally must interrupt their studies to take a semester (or more) off due to personal or professional needs. Each program handles this situation differently, and the student should contact the program director as needed. Forms for documenting the leave of absence or withdrawal from the University are available in the Office of the respective Academic Dean. However, if a student has been off for two years or longer, that student must re-apply for admission to the Office of Graduate Admissions.

### **Leave of Absence**

**Temporary Leave of Absence:** A maximum of one year for a leave of absence is allowed in the MAT Program. The student must complete the “Withdrawal Form for Graduate Students” available in the Dean’s office. Completion of this requires the program chair’s signature. Action steps will be identified about the conditions of return to the program, including the timeframe of return. Based on the circumstances of the leave of absence, these conditions may be agreed upon by the core faculty.

**Medical Leave of Absence:** Graduate students who find it necessary to take a medical leave from the University must:

1. Meet with their respective Program Director/Chair or advisor
2. Submit medical documentation that substantiates/verifies need for the leave
3. Medical leave form must be completed
4. Conditions of return are to be formulated and addressed in a letter from the program director/chair and dated and signed by the student
5. Medical leave of absence is granted for up to two (2) semesters
6. Student must submit medical clearance to return to course-work AND a written plan of action needs to be developed with input from the program director/chair prior to returning
7. If a student does not return to the University within two (2) years, they will be required to reapply for admission
8. Failure to comply with this policy may result in the assignment of an “F” grade for all courses for which the student is enrolled in during the current semester, and forfeiture of the rights for readmission
9. International students in F-1 or J-1 status, who need a leave of absence for medical purposes (or a partial or full withdrawal from a semester) must secure approval from the

Principle/ Designated School Official in the International Student Office. Prior approval is required for all medically-related leaves, whether they occur during a semester or between semesters and regardless of the amount of time required by the leave.

### **Withdrawal from MAT Program**

If a student wishes to make a complete withdrawal from the MAT Program, the student must first meet with the MAT Program Director, then complete the “Withdrawal Form for Graduate Students” available in the Dean’s office. Completion of this form requires the program chair’s signature.

### **Dismissal**

Students may be dismissed from Graduate Studies for academic and/or professional reasons. Academic: All students whose GPA falls below 3.0 are subject to review each semester by their program director and their Academic Dean. Separation from the University is the responsibility of the appropriate Academic Dean in consultation with the program director. Professional: All students whose professional behavior in the classroom or in clinical situations falls below professional standards will be subject to dismissal from the program. Appeal of dismissal action may be made to the Academic Dean. Reinstatement to graduate studies at Gannon is possible only with written permission of the Academic Dean.

# **SECTION V: CLINICAL EDUCATION POLICIES AND PROCEDURES**

## **Clinical Education Policies and Procedures**

Policies and procedures for the clinical education components of the MAT curriculum are outlined in the Clinical Education Handbook.

### **Description of Clinical Education**

The clinical education portion of the MAT program is associated with 2 full years including summer where the student can earn academic credit. Clinical education learning experiences are designated as part of the GMAT 516, GMAT 546, GMAT 612, GMAT 631, GMAT 670.

Clinical education experiences will include both athletic training clinical experiences, supplemental clinical experiences and inclusion of immersive clinical experiences. Clinical assignments are components of the MAT program that are designed to allow students to transfer skills and knowledge obtained in the classroom and provide real client/patient interactions in the clinical setting.

The MAT program will show logical progression of increasingly complex and autonomous patient-care and client-care experiences. Clinical education experiences must occur under supervision of a Clinical Preceptor that has to be a physician or licensed athletic trainer.

Supplemental clinical experiences (not counted as clinical education hours) can be under supervision of another licensed healthcare professional for exposure to other patient populations, exposure to patients across the lifespan, and medical techniques.

Immersive clinical athletic training is a practice-intensive experience that allows the student to experience 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 minimum period of time being four weeks. Students are exposed to different individual and team sports, sports requiring equipment, patients of different sexes, non-sport patient populations, and a variety of conditions other than orthopedics.

Learning does not have to occur solely in real-world situations, but may also occur through mock scenarios or simulations performed with another ATS peer, Preceptor, or through Interprofessional experience.

## Clinical Education Requirements

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

1. Students must follow all policies and procedures provided in the academic/clinical portion of the program's policy and procedures manual.
2. Students may continue with clinical education while on academic probation, but may have clinical hours reduced as a result of the academic performance.
3. Students must pass each course within the major with a grade of "C" or above.
4. Students must complete the documentation requirements as outlined on syllabus and in the handbook.
5. Students are required to participate in the clinical education experience of the course throughout the entire semester *or as stated in the syllabus*.
6. Students must complete the follow evaluations in ATrack
  - ATS Evaluation of Preceptor at each rotation
  - ATS Evaluation of Site at each rotation
  - a. Each student will be provided with a semester clinical rotation schedule that due to the nature of the clinical education, setting may change.
  - b. The student is expected to meet with the clinical preceptor during the **orientation** of the clinical rotation and determine the weekly schedule for the clinical rotation and the policies and procedures of each site.

The student will receive venue-specific critical incidence response procedures such as emergency action plans that are immediately accessible to students in an emergency situation. This procedure will be reviewed during the orientation process with the clinical preceptor at each site at the beginning of a clinical education experience (orientation forms should be filled out and provided to CCE).

- c. Students are expected to complete the scheduled clinical education experiences as assigned by the Preceptor.
- d. **Students may not miss more than 6 clinical experience days per academic year; no more than 3 per semester.** Students that miss a clinical experience day should follow the procedures listed in the policy and procedure manual regarding attendance in the clinical education experience of the class. Missing more than six days (extenuating circumstances would need to be discussed with the Program Director and Clinical Education Coordinator) could result in an "F" for the course.

- e. Failure to participate in the clinical education experience of the course throughout the entire semester may result in the student receiving an “F” for the course, regardless of what the assessment results are for the graded portions of the course. Students in the clinical course must meet the hourly guidelines given to students that reflect the appropriate course credit.
7. Students are required to complete all course activities, course assignments, as well as the assessment components that must be completed. **Students whose rotations continue after the last date of scheduled classes for the semester may receive an “incomplete” until all clinical duties are completed. Two (2) weeks prior to the last Friday of class, the CCE and student(s) will be informed of the post semester requirement and be provided with a schedule. If the student has duties that extend beyond the last scheduled date of classes the evaluation of the ATS should be completed at the end of the rotation rather than by the last Friday of classes so all skills and experiences can be evaluated.**
  8. Clinical attendance related to acute or non-acute injury or illness will be consistent with Gannon University standard attendance policy. Make sure to communicate with either the CCE or the Program Director regarding missing clinical education experiences due to injuries or illnesses. The Communicable Disease Policy will guide the MAT program with regards to missing clinical experiences due to illnesses. This includes guidance with any COVID-19 related issue.
  9. The student’s clinical education experience/component will take place in the following courses:
    - GMAT 516 (Clinical Experience in AT I)
    - GMAT 546 (Clinical Experience in AT II)
    - GMAT 612 (Clinical Experience in AT III)
    - GMAT 631 (Clinical Experience in AT IV)
    - GMAT 670 (Clinical Experience in AT V)
  10. The Preceptor will complete and sign the Preceptor Evaluation of ATS each semester on ATrack. Specific timing of when these evaluations need to be completed will be communicated by the CCE. Each preceptor is responsible for reviewing and discussing the evaluation of each ATS at the end of the clinical rotation. Students are expected to maintain an average of 3/5 scoring on a Likert scale. If a student consistently receive less than a 3/5 for several clinical rotations it may result in probation or disciplinary action.
  11. Pre-clinical goals & reflection must be completed with the student at the beginning and the end of the clinical rotation; see clinical syllabi for clarification.
  12. CPR/AED for the Professional Rescuer certification and Bloodborne Pathogen training, and HIPPA/FERPA training must be obtained prior to the beginning of the first clinical education experience (prior to beginning GMAT 516). In addition, The World Health Organization developed Five Moments for Hand Hygiene in Health Care to add improvement for sanitation precautions.



The two links below present the sanitation steps to follow when working the patients:

[https://www.who.int/gpsc/tools/5momentsHandHygiene\\_A3-2.pdf?ua=1](https://www.who.int/gpsc/tools/5momentsHandHygiene_A3-2.pdf?ua=1)

<https://www.who.int/gpsc/tools/GPSC-HandRub-Wash.pdf?ua=1>

13. Transportation to clinical sites is the responsibility of the student.
14. The clinical site is not a paid worksite; therefore, **students may not receive any monetary remuneration during his/her clinical experiences.**
15. Due to COVID-19, students must sign the acknowledgement form and complete all assigned modules prior to entering into their clinical experience.

<https://openwho.org/courses/IPC-HH-en>

<https://openwho.org/courses/COVID-19-IPC-EN>

<https://openwho.org/courses/IPC-PPE-EN>

# SECTION VI: CLASSROOM AND LABORATORY POLICIES AND PROCEDURES

## Student Expectations

As a component of each semester's *Clinical in Athletic Training* course (GMAT 516, 546, 612, 631, and 670), each rotation encourages growing autonomy and experiences appropriate to the level of education the student is currently at. Immersive experiences will have an average of 30 hours/week (more or less depending on the setting) to understand the day-to-day and week-to-week responsibilities of an athletic trainer.

Some clinical courses will have a combination of immersive experiences followed by non-immersive experiences within the same semester. Ex: GMAT 516 & GMAT 631 During the period of heavy didactic course work the only expectation would be supplemental clinical experiences or a maximum of 12 hours/week for clinical education. Semester long clinical courses will have an expectation of 20-25 hours/week. If a student scores consistently low scores on *ATrack* evaluations or is falling below the hourly requirements they can fail the course and not continue in the program. Reports of unprofessional behavior and not adhering to clinical experience requirements can result in disciplinary action from the MAT program. The clinical education courses will have more detailed course requirements in the syllabi.

**Students are also required to be given at least 1 day per week off from clinical experiences. Students may not receive outside remuneration for clinical experiences.**

Students will log their hours each week using *ATrack Online* and those hours will be reviewed by the CCE. There may be some instances where the MAT Program Director and CCE make academic accommodations to change clinical education hourly expectations due to poor academic performance. The PD and CCE will outline an academic plan and a clinical course plan to ensure students are successful in both the didactic and the clinical requirements for the MAT Program.

## Photo ID

MAT Program issued photo identification should be worn for all off-campus, course-related activities and whenever individuals from the community are on-campus for course-related tasks. This identification must also be worn for all clinical experiences per the Dress Code Policy outlined in the Clinical Education Handbook.

## Cell Phone Use

Cell phones should be silent or off (not on vibrate) and not seen during class time UNLESS they are being used specifically for a learning activity. Violation of this policy is considered unprofessional behavior.

## **Attendance/Tardiness**

Timely attendance is expected for all classes. Students are not to request “permission” to absence themselves from class but are expected to make appropriate decisions in balancing school/life activities. Students are expected to follow the procedures for attendance/tardiness. Repeated failure to do so or excessive absences may lead to Professional Behavior Probation as outlined below.

If a student is unable to attend a class, they are to notify the program secretary via phone/voicemail (814-871-5731) as soon as possible. An absence form will be placed in the student file, copies distributed to the indicated faculty, and the absence noted on the class tracking form. Planned absences should be discussed with each course coordinator ahead of time, and an absence form completed with the program secretary. Each course coordinator may have different consequences for missed classes (loss of participation points, additional requirements for making up material missed). Faculty is not required to remediate absent students.

Students who fail to provide notification of an absence on two or more occasions will be reviewed by the Student Performance Committee for consideration of Professional Behavior Probation. Students absent on more than 5 occasions while in the program shall receive a letter from the Program chair (copied to their advisor) discussing the necessity of professional behavior and future action that may need to occur, such as a referral to the Student Success Center or the need for a temporary leave of absence from the program.

The Clinical Education Handbook delineates specific attendance policies for clinical experiences.

Tardiness is disruptive to the class and represents unprofessional behavior. Once class has started and the instructor has closed the door students must wait until a break to enter the room unless otherwise advised by the instructor. Students are expected to discuss their tardiness with the instructor at the end of the class period. Faculty will advise the program secretary of tardy students by completing the Tardiness Form. Students who are tardy on more than 5 occasions while in the program will be reviewed by the Student Performance Committee for consideration of Professional Behavior Probation.

## **Access to Labs/Equipment/Resource Room/Locker Rooms**

Students have access to the MAT Program area when the Morosky Academic Center is open. The building is not available to students during University holidays or official closures. Students are responsible for maintaining the lab, equipment, and resource room in a neat and orderly condition.

A student key card to access the labs and designated equipment is available in a key coded lock box in the lab hallway. The student resource room is available and accessed via a keypad. Student locker rooms are available to students via an access code (last 4 digits of SSN). If the

building has been secured, students may contact Gannon Security and obtain entry between 6:30 am and 11:00 pm by showing their Gannon ID.

### **Access to Educational Materials and Equipment**

Videos, books, and audio-visual materials are available in the MAT Resource Room AND students may borrow materials overnight. Small, portable equipment may be borrowed with faculty permission.

After faculty permission is given, students must check lab equipment in/out with the program secretary. Students must sign out the book(s)/video(s)/equipment with the program secretary and return when done. If equipment or materials break while in the student's possession, the program chair must be notified so arrangements can be made to have it repaired. The cost of repair may be incurred by the student.

### **Learning Management System (Blackboard) Policies**

It is the student's responsibility to ensure they have on-line access to the Gannon University Blackboard website when off campus to participate fully in courses, and to monitor all course content using the Blackboard Learning Management System (LMS). Students are expected to log on daily to monitor and access course materials, check email, and complete any assignments. Professionalism, respect and courtesy are expected in the on-line setting as it is in the classroom

#### **PROCEDURES/PRACTICES:**

1. All courses at Gannon include a Blackboard course shell which faculty may utilize for parts or all of the delivery of a course. Announcements, assignments, readings, grading, testing, and assignment feedback may occur through the LMS as outlined in the course syllabus.
2. Blackboard's Help section provides a list of supported browsers and a "Browser Checker" which can be run to ensure that Blackboard supports the student selected browser.
3. Students encountering problems using Blackboard should contact the ITS Helpdesk via the link on the my.gannon.edu portal or call 814 871-7501.
4. All posts to Blackboard should reflect professionalism, respect and courtesy, and should use correct grammar and punctuation. Avoid casual language and abbreviations. Any links that students provide should be appropriate for the academic setting, and relevant to the topic of discussion.
5. The group email function in Gannon's learning management system (Blackboard) is to be used only for program/academic related activities.

### **Use of Technology in the Classroom**

1. Students may bring their laptop to class/lab daily.
2. It is expected that students are engaged in the classroom activity and not reviewing other websites, email, or apps.
3. Any presentations/classroom materials need to be downloaded to the student device prior to the scheduled class time.
4. Be sure the device has enough battery life or it can be plugged into an available outlet. The number of outlets in the classroom are limited and may not be located near the desks.
5. It is the student's responsibility to contact ITS if there is any assistance required for operation of the device.

# **SECTION VII: GENERAL PROGRAM POLICIES AND PROCEDURES**

## **Contact Information**

Each student is responsible for keeping contact information current at the program and university levels while enrolled in the MAT Program.

Students are to notify the program secretary of changes to their name, mailing address, health insurance, and phone number. Students must also notify the Registrar of name or address changes.

## **Email Communication**

Students are required to use their Gannon email address for all program related communication. Communication is expected to be timely and professional. The group email function in Gannon's learning management system (Blackboard) is to be used only for program related activities.

Students will monitor their Gannon e-mail accounts daily Monday-Friday for correspondence from the program and faculty. Correspondence between faculty and students as well as clinical site supervisors should conform to basic email etiquette as described below:

- Include a courteous greeting/closing.
- Use a professional tone and appropriate level of formality.
- Use complete sentences, with correct spelling and grammar
- If a reply is appropriate, do so immediately, or at a minimum, acknowledge receipt of the email.

## **Disability Support Services**

The Office of Disability Support Services assists eligible students in receiving reasonable accommodations pursuant to Federal law Act 504 (1973), Americans with Disabilities Act (ADA 1990), and the Americans with Disabilities Act Amendments (ADAA 1990) under current guidelines from the Office of Civil Rights and the Department of Justice.

Lisa Laird is the Director of Office of Disability Services (ODS). Students seeking information or assistance in any matter regarding accessibility or reasonable accommodations should contact her promptly upon admission to the University.

Students can stop by the ODS Office located in the Student Success Center, 1<sup>st</sup> Floor of Palumbo Academic Center (PC1025), phone: 814-871-5522 or email [ods@gannon.edu](mailto:ods@gannon.edu).

## **Student Services**

The program informs all incoming and enrolled students of the campus services and/or resources available for students, most of which are free of charge. *Student Success Center* is available to assist students with improving their academic and research writing style (see more details below). *Office of Global Support and Student Engagement* offers support, advice and local and community resources for all international students and all different backgrounds. Gannon University's *Nash Library* is available for all Gannon students, providing full access to computer rooms and interlibrary loans of thousands of journals. *Student Counseling Services* offers workshops, individual and couples counseling for students in need. At the *Student Health Services*, a nurse practitioner is available to do health checks and treat minor illnesses and injuries during the fall and spring semesters. The *Recreation and Wellness Center* is available for all Gannon students with an ID and provides a wide range of programs to suit all.

## **Student Success Center**

The student Success Center provides support services, including academic advising, career counseling, tutoring, programming, and resources for students at Gannon University. The SSC staff uses a proactive, developmental advising model which promotes student success by assisting students in identifying and removing obstacles to learning. The SSC serves as the primary resource for academic support and referral, and is committed to assisting students with resolving academic concerns, meeting educational and career goals, and connecting to campus resources. Our offices work together to help students thrive within the University community.

The Student Success Center includes the following offices: Academic Advising Center, Career Development, Experiential Education and Employment Services, Disability Support Services, Programs for Students with Learning Disabilities, Student Support Services, STEM Center and Writing and Research Center

The mission of the Student Success Center (SSC) at Gannon University is to provide quality academic, career, and developmental advising and support so all students can reach their academic, personal, and career potential. The SSC staff and faculty will accomplish this with the use of a proactive, developmental advising model which fosters student learning and supports autonomy. The SSC coordinates its efforts with faculty and other University offices to ensure continuity and quality of services are maintained and assessed on an on-going basis.

Student Success Center Goals:

To encourage independence, confidence and learning strategies, as to affect the holistic development of our students.

- To improve the academic performance of all students.
- To support student retention at the University and subsequent graduation.
- To promote a system of networked and individualized assistance.
- To serve as a resource for faculty initiatives to improve student learning.
- To provide an array of services that is proactive in nature.

- To establish a centralized location where faculty can refer students who are in need of assistance.
- To foster the development of active learning skills.
- To facilitate collaboration with other campus offices and departments.
- To evaluate all activities and use evaluation outcomes to enhance future services.

### **Writing and Research Center**

The Writing & Research Center is staffed by professional and trained peer consultants who reflect our respect for the individual writer. Consultations promote the recognition of an elemental rhetorical situation, the ability to understand and apply corrections, and the stimulation of critical thinking. Our consultants have a strong commitment to service and regard language as fundamental to the holistic development of the student.

We are proud to introduce an online platform for the Writing and Research Center! Now, the support that has always been offered by the Writing and Research Center is available online. Resources for writing across the curriculum and virtual tutoring are only a click away!

Appointments can be made from any Internet-connected computer or mobile device at <http://gannon.mywconline.com>. The first time you log in, you will be prompted to answer a few short questions.

### **Sexual Harassment Procedures/Practices**

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

Sexual harassment can happen between student to student, clinical preceptor to MAT student, coaches or staff to MAT student. As soon as a problem is identified, it should be reported to the Coordinator of Clinical Education (CCE) or Sue Majocka the Student Conduct Officer: phone 814-871-7224, email: [kerner005@gannon.edu](mailto:kerner005@gannon.edu).

If the problem cannot be resolved at this level, the Coordinator of Clinical Education will contact the Office of Student Accountability, Police/Safety or the Title IX Coordinator. From this point, the next steps are on a case-by-case basis of what the procedure will be.

Sexual harassment includes any behavior of a sexual nature that is, or may be perceived as being unwelcome or offensive. Sexual harassment, by its very nature, violates the basic right of each individual to be treated as a person worthy of respect, and is in direct contradiction to the Gannon University mission. It is also a violation of state and federal laws.



Such conduct includes sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature directed toward a member of the Gannon community or applicant, particularly when one or more of the following circumstances are present:

- Submission to such conduct is an explicit or implicit term or condition of academic/clinical evaluation;
- Submission to or rejection of such conduct is used as a basis for an academic/clinical evaluation affecting the individual;
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile or offensive working or learning environment.

If a member of the Gannon community believes that he/she has been or is being subjected to sexual harassment or has observed sexual harassment, the initial course of action should be to advise or otherwise inform the alleged harasser that the behavior is unwelcome and must stop.

Because this action may not always be possible, informal and formal complaint resolution procedures are established. Please use the following procedure:

1. When a student is in a clinical setting and is subjected to sexual harassment, he/she should follow the above initial course of action to inform the alleged harasser that the behavior is unwelcome and must stop.
2. If this is not possible, the student should follow the sexual harassment policy and procedures of the facility. (These are generally located in the Policy and Procedure manual of the department or contact the Human Resources Department).
3. If it is not possible to follow this policy/procedure or it is unavailable, the student should seek advice, information, or guidance by contacting the CCE or the Sexual harassment Officer at Gannon.
4. The Sexual Harassment officer will assess the student's complaints, discuss available resources and options and determine if a formal complaint procedure is appropriate.
5. If a formal complaint is filed, it should follow the Gannon University Sexual Harassment Complaint Resolution Procedure.
6. Every attempt will be made to resolve cases of alleged sexual harassment at the earliest possible state with integrity and sensitivity to all parties involved. Confidentiality will be respected consistent with the University's legal obligations.

## Health Policies

### 1. Castle Branch

Gannon University - Master of Athletic Training program has partnered with Castle Branch, a secure online system to store your personal documentation.

- International Background Checks
- Drug testing depending on clinical placement

### 2. Physical Examination

All student in MAT are required to submit a certificate of a complete physical examination, to be done by his/her private physician annually. A complete blood count and urinalysis must be included in the physical. This must be completed and turned in at designated deadlines. All information will be completed and managed through Castle Branch.

### 3. Immunizations

Students that have been formally admitted to the Athletic Training program will be required to provide proof of immunizations during the Physical Exam (PPE). If the student does not have an updated immunization report, it will be the student's responsibility to obtain and incur the cost for the report. Appropriate documentation will be kept on file through the Castle Branch compliance tracker system. Immunization records include, but are not limited to *TB Skin Test, Measles, Mumps, Rubella, and Hepatitis*. In addition, titers and Mantoux 2 or QuantiFERON-TB Gold blood test step screenings are a requirement of clinical placement sites. In the event OSHA guidelines or clinical sites require or allow, a signed waiver may be substituted for the TB skin test or HBV. **Flu vaccinations are required for clinical experiences.**

### 4. Universal Precautions

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

- a. All health-care workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture

and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

- b. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.
- c. All health-care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal; the puncture-resistant containers should be located as close as practical to the use area. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.
- d. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouth-pieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.
- e. Health-care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.
- f. Pregnant health-care workers are not known to be at greater risk of contracting HIV infection than health-care workers who are not pregnant; however, if a health-care worker develops HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant health-care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission. Implementation of universal blood and body-fluid precautions for ALL patients eliminates the need for use of the isolation category of "Blood and Body Fluid Precautions" previously recommended by CDC for patients known or suspected to be infected with blood-borne pathogens. Isolation precautions (e.g., enteric, "AFB") should be used as necessary if associated conditions, such as infectious diarrhea or tuberculosis, are diagnosed or suspected.

*Taken from: Recommendation for Prevention of HIV Transmission in Health Care Settings, U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control, Atlanta, Georgia 30333.*

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

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

5. **Health Insurance**  
Health insurance - student/family responsibility and is required for the program. If you do not have an insurance policy, you must purchase health insurance from an outside source. Gannon University does have a student plan you can purchase.
6. **Readmission to Clinical Area after Illness**  
The student returning to clinical must consider the nature of his/her illness as to whether he/she is safe to practice. If the nature of the illness is felt to endanger either student or client safety, the clinical instructor and/or DCE will require that the student submit written documentation from his/her physician verifying that the student is able to return to the clinical area. After reviewing the medical release, the student will be readmitted to the clinical area at the discretion of the clinical instructor and/or clinic site and/or DCE.
7. **Change in Health Status**  
Students must report a change in health status to the program that has the potential to impact classroom, lab, or clinical participation. Students sign this form during orientation stating they will inform the program of any health change. If there is a change, the student is required to obtain a physician's note stating there are no restrictions or documentation of restriction. The clinic site will be contacted to see if the clinic can accommodate restrictions.
8. **Substance Abuse**  
Underage drinking will not be tolerated under any circumstances. Consuming alcohol is discouraged, even for those students who are 21 or older. Any banned substance by the Commonwealth of Pennsylvania and Federal Law is prohibited. A student who needs assistance for a personal problem concerning his/her own use, a friend's use, an athlete's use or a family member's use may approach an ATP faculty member, clinical instructor, administrator, the university Counseling Center, or the Alcohol and Other Drug Education Program. All information will be held in the strictest of confidence.

#### **MAT Policy:**

- At any University function on or off campus sponsored by a team, Department of Athletics or the MAT Program, there shall be NO consumption of alcoholic beverages.

- Any athletic training student reporting to clinical experiences and/or representing the MAT Program (at any site) under the influence of drugs and/or alcohol will
- immediately be suspended from the Athletic Training Education Program as outlined below.
- The use of alcohol during travel time with assigned athletic teams is forbidden at all times, regardless of legal age. While traveling with a team, the athletic trainer is responsible for the health and welfare of the athletes 24 hours a day. Consumption of alcohol or use of drugs may seriously impair the judgment of this responsible individual.

### **Policy Infractions:**

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

### **Drug Screening**

Students may be required to complete drug screening prior to the start or during a clinical experience, as required by the University and clinical sites to maintain a safe and healthy workplace.

### **PROCEDURES/PRACTICES:**

- The student who is required to submit a drug screen prior to or during a clinical experience will be notified by the academic department/ program sending that student to the experience. Students will be responsible for all costs incurred relating to obtaining the drug screen.
- The student will be required to have the testing completed at a licensed clinical laboratory specifically approved to offer drug testing. This testing must be completed in the timeframe requested by the assigned clinical site.
- Failure to comply with the drug testing during the required timeframe will prevent the student's participation in the designated clinical site and may result in delay of completion of the program of study.
- If the result of the drug screen is negative, the student is cleared for the clinical experience and will take a copy of the results to the assigned clinical site.
- If the result of the drug screen is positive, the Chair/Director of the program will be notified. A positive drug test will result in the postponement of the clinical experience. University disciplinary sanctions may be determined appropriate as per University Regulations.
- The student with a positive drug test will be required to sign an agreement to continue in the program of study, with the following conditions:
  - a. The student will be referred for mandatory evaluation and counseling by the Counseling Services and results will be released in general terms to the department Chair /Program Director.

- b. Based on the recommendation from Counseling Services the student may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program, at the student's expense.
  - c. Upon successful completion of the drug counseling/rehabilitation program the student will undergo drug screening (at the student's expense) prior to re-entry into further academic or clinical experiences. The results of any subsequent tests will be maintained in the program's confidential files. Positive results will be released as required by law and to accrediting, certifying, licensing and credentialing bodies upon request.
  - d. The student may be subjected to random, periodic drug screening (at the student's expense) as a requirement for continuing in the program of study and/or by clinical sites.
  - e. Failure to comply with the policy and/or evidence of continued drug use will result in an automatic dismissal from the academic program of study.
- The student may request a retest (at the student's expense) in the case that the student believe the test is falsely positive. Due to time constraints, the clinical rotation may be delayed while waiting for the results of the retest. The program reserves the right to mandate a more sensitive/specific method of testing i.e. hair sample.
  - A copy of this written policy shall be made available to any and all students required.

### **Criminal Background Checks**

Upon admission to the MAT program students are required to complete the following Background checks:

1. PA CRIMINAL HISTORY CLEARANCE (Act 34): (\$22.00)
2. CHILD ABUSE HISTORY CLEARANCE (Act 151): (\$13.00)
3. FBI FEDERAL CRIMINAL HISTORY (Act 114): (\$22.60)
4. CHILD ABUSE REPORTING TRAINING (Act 126): (FREE OF CHARGE)
5. ARREST/CONVICTION REPORT AND CERTIFICATION FORM (Act 82): (FREE OF CHARGE)
6. INTERNATIONAL BACKGROUND CHECK: **If you are an international student you will be required to complete a background check in your country of citizenship in addition to the background checks listed above. This cost varies, depending on your country of citizenship.**

**\*\*Please be advised it can take up to 3-4 weeks to receive results for all clearances.\*\***

### Liability Insurance

Clinical facilities require each student to carry professional and personal insurance. Most facilities require minimal limits of \$1,000,000/\$3,000,000 professional liability and \$1,000,000 personal liability. This policy covers the student during all defined clinical experiences. All health care professional students have been covered for professional and personal insurance under Gannon

University's umbrella policy at no cost to the student. The Program Director or program secretary has information on liability insurance.

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

### **Secretarial Assistance**

The program secretary provides ongoing communication (emails and Blackboard announcements) to enrolled students and alumni regarding program operations. This position serves as a resource for basic student questions, management of student records, clinical education contacts and contracts, revisions to student information, and indirect communication to faculty. This position also serves as a resource to other university departments regarding MAT faculty availability.

### **Complaint and Conflict Management: Within and Outside of Due Process**

Prompt resolution of disputes is critical to the restoration of a healthy learning environment and the MAT Program adheres to all University policies on grievance. The MAT Program desires to address conflicts and disputes in a proactive manner in order to achieve a favorable solution. Our process examines individual and/or shared needs to resolve conflicts utilizing the appropriate chain of command.

Students within the program who are involved in a complaint or conflict should seek discussion and resolution through the appropriate chain of command, beginning with their assigned faculty advisor or the program chair. Complaints or concerns that arise outside the realm of outlined policies of the program, college or university should be brought to the attention of the program chair, the college dean, or to the accrediting body, CAATE.

If a student is involved in a conflict or has a complaint, it is the student's responsibility to actively seek resolution by approaching the other individual(s) involved and verbalizing the nature of the problem. The involved parties may reach a solution by compromise. If the problem remains unresolved, the student should approach his/her course instructor or faculty advisor. If the issue remains unresolved following involvement of a faculty member, the student should seek the assistance of the program chair.

Students are made aware during orientation that resources to address concerns or academic dishonesty exist within and outside of the physical therapy program. The Dean of the Morosky College of Health Professions and Sciences is able to hear grievances and arbitrate disputes should the program be unable to do so independently.

In the event that an individual wishes to file a complaint, the individual should contact the Program Chair in person, via phone at 814-871-7441, or via email: [mokris001@gannon.edu](mailto:mokris001@gannon.edu). The complaint will be reviewed and investigated with a written response to the individual within 10 business days. If a satisfactory result to the complaint is not reached, the complaint will be directed to the Dean of Morosky College of Health Professions and Sciences. The complaint will be reviewed and investigated by the Dean with a written response provided within 10 business days. A copy of the complaint and correspondence is maintained in the Program Chair's office under "Program Complaints" and maintained permanently in the office of the program chair.

Complaints regarding the program chair should be directed to the Dean of the Morosky College of Health Professions and Sciences, who is then responsible to intervene to resolve the issue. The complaint will be reviewed and investigated by the Dean with a written response provided within 10 business days.

In the event that an individual wishes to file a complaint with CAATE regarding the function of the Gannon University Erie Master of Athletic Training Program (regardless of the above procedure), they may do so online at <https://caate.net/file-a-complaint/>.

In addition, the DPT program complies with the University procedure of receiving additional complaints that fall outside of due process, which is through a third party vendor. This system, Ethics Point, is available at [www.gannon.edu](http://www.gannon.edu) or can be accessed toll free at **888-428-2305**. The human resources department receives a report through Ethics Point and then completes an investigation. The nature of the investigation depends on the type of complaint being filed. Unless it is an anonymous report, a summary of the results of the investigation is reported back to the individual who filed the complaint. All documents are kept on file in the human resources office and are available to the department upon request.

In all situations where complaints are filed, there will be no retaliation measures.



## **SECTION VIII: PROFESSIONAL DEVELOPMENT**

### **Professional Organization Membership**

National Athletic Training/Association (NATA) membership fee. Non-certified students costs are \$65/year for new members and \$85/year for renewing members. Each student will have to be renewed yearly.

Optional: Certified Strength and Conditioning Specialist Exam - \$340 for NSCA members, and \$475 for non NSCA members

Optional: Orthopedic physician extender certification. Students that are getting ready to graduate will be eligible for the ASOP OPE certification. There is a fee of \$165 to take the exam

### **MAT Student Involvement and Class Organization**

ATrack student subscription: \$45 annual subscription cost or \$90 student lifetime subscription

Travel to and from clinical placement - costs vary, student's responsibility

### **Application for Board of Certification (BOC)**

Board of Certification exam - First time \$300, re-take candidate's fee \$400

### **Career Development Services**

Gannon University and the MAT Program facilitate career development of the MAT students.

Students are provided with career development/professional development information as part of the AT Capstone course, including career paths, available professional organization resources, resume development, interview skills, and job search strategies. The University Career Development and Employment Services office maintains a listing of job openings, as well as any additional advertisements that they receive on their website.

## SECTION IX: STUDENT RESOURCES

### Graduate Assistantships

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

# SECTION X: PROGRAM SAFETY POLICIES AND PROCEDURES

## Introduction

Attention to safety is expected of all faculty and students. Campus safety policies and procedures can be found at the following website links:

<https://my.gannon.edu/IPM/getpolicyH2.asp?c=0&id=2&id2=3&id3=0&id4=0&id5=o&id6=0&id7=0>

<https://my.gannon.edu/universityresources/policeandsafety/Documents/Emergency%20Action%20Procedure%20Handbook.pdf>

Students should work in groups when using the labs and resource room during the evenings and weekends. Window blinds should be closed when working in the labs during evening/nighttime hours, and doors should not be propped open.

An escort service is available for student through Campus Police and Safety for areas within walking distance to campus, from 5:00 p.m. to 1:00 a.m. (2:00 a.m. on weekends) by dialing 7000. This should be utilized as an alternative to walking alone. Information about this program can be found at the following website link:

<https://my.gannon.edu/universityresources/policeandsafety/Pages/default.aspx>

## Emergencies

Students and faculty should be aware of services and facility equipment for emergency response of all individuals within the DPT program.

Contact CAMPUS EMERGENCY SERVICES by dialing 911 on any campus phone, or 871-7777 from a cell phone. A Gannon operator will answer and is prepared to respond and dispatch the appropriate emergency services.

Fire extinguishers: are located in the 4 corners of the hallways of the Morosky Academic Center.

Fire alarms: are located at the 9<sup>th</sup> and 10<sup>th</sup> street entrances to the building.

Campus phones: are located across from the elevators

AEDs: are located on the ground floor outside room 59 (10<sup>th</sup> Street side), on the first floor outside of the Dean's office, and on the second floor across from the elevators (9<sup>th</sup> Street side).

First Aid Kits: are available in each PT Lab, the Faculty resource room, and the Blue Lab storeroom, and are maintained monthly by PT Graduate Assistants.

Notify the program chair as soon as possible following an emergency situation at: (814) 871-7441.

## **Infection Control**

### ***Policy and Procedures***

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

### ***What are Communicable Diseases?***

A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including: direct physical contact; air (through a cough, sneeze or other particulates inhaled); a vehicle (ingested or injected); and a vector (via animals or insects).

### ***Communicable Diseases Cited by the CDC:***

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

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

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

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

### ***Guidelines for Managing Potential Infection***

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

### **Communicable and Infectious Disease Policy**

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

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

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

*Taken from: Recommendation for Prevention of HIV Transmission in Health Care Settings, U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control, Atlanta, Georgia 30333.*

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

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

### **Bloodborne Pathogen Training**

Athletic training students must comply with Occupational Safety and Health Administration (OSHA) blood-borne pathogen (BBP) procedures. Athletic training students must receive formal blood-borne pathogen training before being placed in a potential exposure situation. All athletic training students will receive BBP training (OSHA) approved prior to beginning their clinical rotations. The BBP training is provided on the University's Blackboard system. The BBP training is completed during the GMAT 504 course, Summer I prior to the beginning of the student's clinical education experiences which begin in the Fall I course progression.

### **Bloodborne Pathogen Exposure Control Procedures**

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

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

Saint Vincent Hospital  
232 W 25<sup>th</sup> St  
Erie, Pa 16544  
(814) 452-5000

UPMC Hamot  
201 State St  
Erie, PA 16550  
(814) 877-6000

Millcreek Community Hospital  
5515 Peach St  
Erie, PA 16509  
(814) 864-4031

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

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

**GANNON UNIVERSITY MASTERS of ATHLETIC TRAINING PROGRAM**



**Bloodborne Pathogen Athletic Training Student Exposure Incident Report**

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

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

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

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

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

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

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

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

## COVID-19 Education Training – Infectious disease policy UPDATE

Prior to returning to any clinical experience, students are required to complete the following training courses. Proof of completion is required to be sent to the Program Director; Rebecca Mokris, D.Ed., LAT, ATC.

- A. Standard Precautions: Hand Hygiene, World Health Organization (WHO): course covering proper hand hygiene protocols. The duration is approximately one hour and participants will receive a certificate following successful completion (post-test must be passed) <https://openwho.org/courses/IPC-HH-en>
- B. Infection Prevention and Control (IPC) for Novel Coronavirus (COVID-19), WHO: This course provides a review of infection prevention and control measures to respond to an outbreak, limit transmission, and identify and isolate suspected and confirmed COVID-19 cases. Course takes approximately one hour and is comprised of three modules (Preparedness, readiness and IPC; The Novel Coronavirus (COVID-19): its epidemiology, risk factors, definitions, and symptomology; and Standard precautions, transmission-based precautions and COVID-19 specific recommendations. A confirmation of participation is available following completion of all of the modules. <https://openwho.org/courses/COVID-19-IPC-EN>
- C. COVID-19: How to Put On and Remove Personal Protective Equipment (PPE): course contains two modules. The first shows the process for donning and doffing PPE according to droplet/contact precautions. The second shows the process for donning and doffing PPE according to airborne/contact precautions for aerosol generating procedures. Videos included for both. Course takes approximately 15 minutes for completion (no certificate currently available). <https://openwho.org/courses/IPC-PPE-EN>

## COVID-19 Information, Education and Training Resources

**Following are resources (videos, learning modules, written education, etc.) for healthcare personnel related to COVID-19 from the Centers for Disease Control and Prevention, World Health Organization, the US Department of Labor Occupational Safety and Health Administration, the Pennsylvania Department of Health and the Florida Department of Health. Included in these resources is information related to general COVID-19 education and clinical approach and management, evaluation and testing, proper hand hygiene and PPE use protocols, and infection control and prevention best practices. There is also a COVID-19 virtual patient case for clinical application.**

### GENERAL COVID-19 INFORMATION

***Symptoms of Coronavirus***, Centers for Disease Control and Prevention (CDC): a brief overview of common symptoms associated with COVID-19.

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

**When to quarantine,** CDC: Defines quarantine and differentiates from isolation. Provides scenarios for clarification.

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

**Isolate if you are sick,** CDC: Defines isolation and clarifies requirements including duration of isolation based upon specific situations.

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html>

**CDC COVID Data Tracker,** Centers for Disease Control and Prevention (CDC): Data overview related to case trends, testing, community impact, and unique populations.

[https://covid.cdc.gov/covid-data-tracker/?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcases-updates%2Fcases-in-us.html#cases\\_casesper100klast7days](https://covid.cdc.gov/covid-data-tracker/?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcases-updates%2Fcases-in-us.html#cases_casesper100klast7days)

**People at Increased Risk,** CDC: a brief overview of populations at increased risk for severe illness from COVID-19 and other factors that might require additional precautions against COVID-19.

[https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-increased-risk.html](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-increased-risk.html)

**Clinical Questions about COVID-19: Questions and Answers,** CDC: a question and answer document for healthcare professionals. Includes information related to COVID-19 risk, disease transmission, testing and diagnosis, treatment and management, obstetrical care, patients with asthma, patients with liver disease, infection control, and more.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/faq.html>

**Overview of Testing for SARS-CoV-2 (COVID-19),** CDC: Provides information about testing including considerations for diagnostic testing.

[https://www.cdc.gov/coronavirus/2019-ncov/hcp/testing-overview.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fhcp%2Fclinical-criteria.html](https://www.cdc.gov/coronavirus/2019-ncov/hcp/testing-overview.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fhcp%2Fclinical-criteria.html)

**Clinical Management of Patients with COVID-19 – General Considerations,** World Health Organization (WHO): This course provides six modules related to management of patients with COVID-19 and includes an introduction to COVID-19, surge planning information, infection prevention and control, ethical principles, maintaining quality care, palliative care and transfer of acutely ill patients. This course takes approximately three hours to complete and learners will receive 2 course certificates (one for “confirmation of participation” and one for “record of achievement”). <https://openwho.org/courses/clinical-management-COVID-19-general-considerations>

## INFECTION CONTROL:

### Hand Hygiene:

- **Standard Precautions: Hand Hygiene**, WHO: course covering proper hand hygiene protocols. The duration is approximately one hour and participants will receive a certificate following successful completion (post-test must be passed)  
<https://openwho.org/courses/IPC-HH-en>
- **Hand Hygiene Recommendations**, CDC: Reviews methods of hand hygiene recommended by the CDC.  
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/hand-hygiene.html>

### HOW TO USE PPE:

- **Using Personal Protective Equipment (PPE)**, CDC: Review of who should use PPE, donning and doffing procedures, and types of PPE (preferred and acceptable).  
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>
- **COVID-19: How to Put On and Remove Personal Protective Equipment (PPE)**, WHO: course contains two modules. The first shows the process for donning and doffing PPE according to droplet/contact precautions. The second shows the process for donning and doffing PPE according to airborne/contact precautions for aerosol generating procedures. Videos included for both. Course takes approximately 15 minutes for completion and learners will be issued a course certificate <https://openwho.org/courses/IPC-PPE-EN>

### USE OF RESPIRATORS:

- **Proper N95 Respirator Use for Respiratory Preparedness**, CDC: Information related to respirator filtration, fit and correct use.  
<https://blogs.cdc.gov/niosh-science-blog/2020/03/16/n95-preparedness/>
- **Respiratory Protection for Healthcare Workers Training Video**, US Department of Labor, Occupational Safety and Health Administration (OSHA): Reviews types of respirators, why used in healthcare and how to properly use them.  
<https://www.youtube.com/watch?v=Tzpz5fko-fg>

### FIT TESTING:

- **Respiratory FIT Testing**, US Department of Labor, OSHA: Reviews the respirator FIT testing requirements.  
<https://blogs.cdc.gov/niosh-science-blog/2020/03/16/n95-preparedness/>  
<https://www.cdc.gov/niosh/docs/2018-129/pdfs/2018-129.pdf?id=10.26616/NIOSH PUB2018129>

## INFECTION CONTROL AND PREVENTION

- **Infection Prevention and Control (IPC) for Novel Coronavirus (COVID-19)**, WHO: This course provides a review of infection prevention and control measures to respond to an outbreak, limit transmission, and identify and isolate suspected and confirmed COVID-19 cases. Course takes approximately one hour and is comprised of three modules (Preparedness, readiness and

IPC; The Novel Coronavirus (COVID-19): its epidemiology, risk factors, definitions, and symptomology; and Standard precautions, transmission-based precautions and COVID-19 specific recommendations. A confirmation of participation is available following completion of all of the modules.

<https://openwho.org/courses/COVID-19-IPC-EN>

- **Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 (COVID-19) Pandemic**, CDC: Reviews the recommended routine infection prevention and control practices, including PPE recommendations.  
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html>
- **UPDATE: Interim Infection Prevention and Control Recommendations for Patients with Known or Patients Under Investigation for 2019 Novel Coronavirus (COVID-19) in a Healthcare Setting**, Pennsylvania Department of Health: guidance addresses transmission and source control.  
<https://www.health.pa.gov/topics/Documents/HAN/2020-PAHAN-524-09-10-UPD-%20Infection.pdf>
- **Healthcare Provider Information**, Florida Department of Health: Resources for healthcare personnel regarding screening for COVID-19, priorities for testing and testing.  
<https://floridahealthcovid19.gov/health-care-providers/>

## COVID-19 PATIENT CASE SIMULATION

- **COVID-19 Patient Simulation**, CaseNetwork: Free virtual patient cases to assist healthcare providers and students in identification and management of COVID-19. Case information is updated weekly.  
<http://casenetwork.com/webcontent/covid/#/>  
[http://www.casenetwork.com/webcontent/covid\\_pregnancy/index.html#/](http://www.casenetwork.com/webcontent/covid_pregnancy/index.html#/)

## ADDITIONAL TRAINING AND RESOURCES

Training for Healthcare Professionals, CDC: A variety of trainings and additional information  
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/training.html>

CDC: A glossary of terms related to COVID-19.

<https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#Key-Terms>

## Appendix A - COVID-10 Updated Program Progression - Cohort VI

### Course Matrix Masters of Athletic Training Program - 61 credits 2019-2021 ACADEMIC YEAR (Cohort VI only) **COVID-19 Updated Program Progression**

Name \_\_\_\_\_

Program Director \_\_\_\_\_

Dr. Rebecca Mokris

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

#### GRADUATE COURSES (61 Credits)

|       |       |                                                   |   |
|-------|-------|---------------------------------------------------|---|
| _____ | _____ | GMAT 502 Applied Kinesiology                      | 3 |
| _____ | _____ | GMAT 503 Foundations in Therapeutic Interventions | 2 |
| _____ | _____ | GMAT 504 Clinical Applic of Care/Prevention in AT | 3 |
| _____ | _____ | GMAT 505 Principles of Athletic Training          | 3 |
| _____ | _____ | GMAT 515 Clinical Experience in AT I              | 4 |
| _____ | _____ | GMAT 517 Evidence-Based Practice I                | 1 |
| _____ | _____ | GMAT 529 Evidence-Based Practice II               | 1 |
| _____ | _____ | GMAT 531 Eval and Treatment of Lower Extremity    | 4 |
| _____ | _____ | GMAT 538 Eval and Treatment of Upper Extremity    | 4 |
| _____ | _____ | GMAT 542 Clinical Medicine I                      | 2 |

|       |       |                                                         |   |
|-------|-------|---------------------------------------------------------|---|
| _____ | _____ | GMAT 545 Clinical Experience in AT II                   | 3 |
| _____ | _____ | GMAT 554 Health and Fitness Principles                  | 2 |
| _____ | _____ | GMAT 556 Practical Application of Health & Wellness     | 2 |
| _____ | _____ | GMAT 577 Evaluation and Treatment of Head, Neck & Spine | 3 |
| _____ | _____ | GMAT 611 Clinical Medicine II                           | 2 |
| _____ | _____ | GMAT 612 Clinical Experience in AT III                  | 2 |
| _____ | _____ | GMAT 630 Clinical Experience in AT IV                   | 5 |
| _____ | _____ | GMAT 633 Evidence Based Practice III                    | 1 |
| _____ | _____ | GMAT 655 Organization and Administration                | 3 |
| _____ | _____ | GMAT 670 Clinical Experience in AT V                    | 8 |
| _____ | _____ | GMAT 685 Behavioral & Psych Conditions in AT            | 2 |
| _____ | _____ | GMAT 688 Athletic Training Capstone                     | 1 |

#### Recommended Academic Schedule

##### **Summer I (11 Credits)**

|          |                                          |   |
|----------|------------------------------------------|---|
| GMAT 505 | Principles of Athletic Training          | 3 |
| GMAT 504 | Clinical Appl. Of Care/Prevention in AT  | 3 |
| GMAT 502 | Applied Kinesiology                      | 3 |
| GMAT 503 | Foundations in Therapeutic Interventions | 2 |

##### **Fall I (11 credits)**

|          |                                            |   |
|----------|--------------------------------------------|---|
| GMAT 531 | Eval. And Treatment of the Lower Extremity | 4 |
| GMAT 542 | Clinical Medicine I                        | 2 |
| GMAT 517 | Evidence-Based Practice I                  | 1 |
| GMAT 515 | Clinical Experience in AT I                | 4 |

##### **Spring I (10 credits)**

|          |                                            |   |
|----------|--------------------------------------------|---|
| GMAT 538 | Eval. And Treatment of the Upper Extremity | 4 |
| GMAT 554 | Health and Fitness Principles              | 2 |
| GMAT 529 | Evidence Based Practice II                 | 1 |
| GMAT 545 | Clinical Experience in AT II               | 3 |

##### **Summer II (9 credits)-(6 credits)**

|                     |                                                            |              |
|---------------------|------------------------------------------------------------|--------------|
| GMAT 611            | Clinical Medicine II                                       | 2            |
| <del>GMAT 577</del> | <del>Eval. And Treatment of the Head, Neck and Spine</del> | <del>3</del> |
| <del>GMAT 556</del> | <del>Practical Applications of Health &amp; Wellness</del> | <del>2</del> |
| GMAT 612            | Clinical Experience in AT III                              | 2            |
| GMAT 685            | Behavioral & Psych Conditions in AT                        | 2            |

| <b>Fall II</b> |                                              | <b>(11 Credits)-(9-14 credits)</b> | <b>Spring II</b> |                              | <b>(9 Credits)-(9-14 credits)</b> |
|----------------|----------------------------------------------|------------------------------------|------------------|------------------------------|-----------------------------------|
| GMAT 633       | Evidence Based Practice III                  | 1                                  | *GMAT 630        | Clinical Experience in AT IV | 5                                 |
| GMAT 655       | Organization and Administration              | 3                                  | GMAT 688         | Athletic Training Capstone   | 1                                 |
| *GMAT 630      | Clinical Experience in AT IV                 | 5                                  | GMAT 670         | Clinical Experience in AT V  | 8                                 |
| GMAT 577       | Eval & Treatment of the Head, Neck and Spine | 3                                  |                  |                              |                                   |
| GMAT 556       | Practical Applications of Health & Wellness  | 2                                  |                  |                              |                                   |

\* depending on clinical site acceptance of students – if not able to utilize any clinical

Sites due to COVID-19 restrictions, GMAT 630 will be moved to the Spring

GMAT 502: Applied Kinesiology (3 cr lecture/lab)

The purpose of this course is to explore human movement during performance of activities, especially the geometry of movement (kinematics) and the forces influencing movement (kinetics). This course will focus on applying an understanding of human movement and pathomechanics in a manner that is foundational for future studies in rehabilitation.

GMAT 503: Foundations in Therapeutic Interventions (2 cr. lecture)

This introductory course provides students with knowledge of theory and physiological concepts related to physical rehabilitation and therapeutic modalities. This course will relay foundational knowledge needed for clinical application. **Prerequisite:** GMAT 505

GMAT 504: Clinical Application of Care/Prevention in AT (3cr. lab)

This course will develop the essential skill application needed for the prevention, assessment, and treatment of acute and emergent illnesses and injuries within the profession of athletic training. Emergency procedures, therapeutic taping, bracing, splinting techniques, and referral decisions will also be evaluated in this course.

GMAT 505: Principles of Athletic Training (3 cr. lecture)

This course is designed to give athletic training students an overview of essential functions and duties of an athletic trainer. Students will gain basic skills required for injury prevention, treatment and an overview of psychological and social aspects associated with injury, recovery and administration of athletic training.

GMAT 515: Clinical Experience in Athletic Training I (4 cr. clinical)

This supervised, immersive clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team. There will be an immersive component to this course.

GMAT 517: Evidence-Based Practice I (1cr. lecture)

This course is designed to discuss the role of research in the health professions. Content will discuss research terminology, epidemiology, database searches, developing research questions and the use of disablement models.

GMAT 529: Evidence Based Practice II (1cr. lecture)

This course will introduce the students on the research process which includes research hypotheses, research design, methods, statistical techniques and the ethical issues regarding human subjects.

GMAT 531: Evaluation and Treatment of the Lower Extremity (4 cr. lecture)

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the lower extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. This course will further discuss appropriate therapeutic intervention techniques used to treat pathological conditions related to lower extremity function.

GMAT 538: Evaluation and Treatment of the Upper Extremity (4 cr. lecture/lab)

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the upper extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Students will review clinical reasoning skills based on recognition, evaluation, and immediate care of orthopedic injuries in the upper extremity. This course will further discuss appropriate therapeutic intervention techniques used to treat pathological conditions related to upper extremity function.

GMAT 542: Clinical Medicine I (2 cr. lecture)

This course is an introduction to medical conditions for the athletic trainer/health care provider, diagnostic imaging testing, and basic principles of pharmacology. The course will review common procedures used in the athletic training facility. This course will also discuss special considerations for athletes such as drug misuse and performance enhancing drugs used by athletes and ethical issues surrounding the use of pharmacology in sport.

**GMAT 545: Clinical Experience in Athletic Training II (3 cr. lecture)**

This supervised, semester long, clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team.

**GMAT 554: Health and Fitness Principles (2 cr. lecture)**

Course will examine the principles of Nutrition and Wellness as specifically related to sports participants. Students will acquire the knowledge necessary to apply sound nutritional, strength and conditioning, and wellness practices in the athletic population. This course also focuses on the design and application of programs for diet planning, aerobic and anaerobic training.

**GMAT 556: Practical applications of Health and Wellness (2cr. lab)**

Course will examine the principles of Nutrition and Wellness as specifically related to sports participants. This course is designed to instruct students in the safety and proper mechanics of wellness and weight training. Students will acquire knowledge as to the developments of specific resistance training programs through activity, laboratory and technology experiences. This course also focuses on the design and application of programs for diet planning, aerobic and anaerobic training

**GMAT 577: Evaluation and Treatment of the Head, Neck and Spine (3 cr. lecture/lab)**

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the head, neck and spine. Through a hands-on approach the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of injuries to the head, neck and spine. Treatment intervention strategies will be addressed related to pathologies discussed within the course.

**GMAT 611: Clinical Medicine II (2 cr. lecture)**

This course is a continuation of Clinical Medicine I that continues to prepare athletic training students with normal and abnormal physiology of different body systems and the differential diagnoses of various medical conditions. The course will discuss the pharmacological agents used to in the treatment of the medical conditions.

**GMAT 612: Clinical Experience in Athletic Training III (2 cr. clinical)**

This course is designed to provide students with opportunities to develop clinical proficiency in evaluation, diagnosis, and treatment of non-orthopedic conditions developed through the life-span.

**GMAT 630: Clinical Experience in Athletic Training IV (5 cr. clinical/lecture)**

This supervised, immersive clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team. There will be an immersive component to this course.

**GMAT 633: Evidence Based Practice III (1 cr. lecture)**

This course will educate students regarding development of discussion points and finalize scholarly research. Students will also prepare scholarly work with the intent of utilizing a public forum for dissemination.

**GMAT 655: Organization and Administration in Athletic Training (3 cr. lecture)**

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

**GMAT 688: Capstone in Athletic Training (1 cr. lecture)**

This course is designed to discuss contemporary issues of transition to practice as an entry level professional and to prepare students for the Board of Certification Examination.

**GMAT 670: Clinical Integration V (8 cr. clinical)**

This full-time clinical experience is designed for immersion into supervised athletic training practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training with an emphasis on inter-professional practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training, placing emphasis on transition to practice and development of leadership and organizational skills.

**GMAT 685: Behavioral & Psychological Considerations in AT (2cr. lecture)**

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



## Appendix B - COVID-10 Updated Program Progression - Cohort VII

### Course Matrix Masters of Athletic Training Program - 61 credits 2019-2021 ACADEMIC YEAR (Cohort VII only) COVID-19 Updated Program Progression

Name \_\_\_\_\_

Program Director \_\_\_\_\_  
Dr. Rebecca Mokris

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

#### GRADUATE COURSES (61 Credits)

|       |       |                                                   |   |       |       |                                                         |   |
|-------|-------|---------------------------------------------------|---|-------|-------|---------------------------------------------------------|---|
| _____ | _____ | GMAT 502 Applied Kinesiology                      | 3 | _____ | _____ | GMAT 545 Clinical Experience in AT II                   | 3 |
| _____ | _____ | GMAT 503 Foundations in Therapeutic Interventions | 2 | _____ | _____ | GMAT 554 Health and Fitness Principles                  | 2 |
| _____ | _____ | GMAT 504 Clinical Applic of Care/Prevention in AT | 3 | _____ | _____ | GMAT 556 Practical Application of Health & Wellness     | 2 |
| _____ | _____ | GMAT 505 Principles of Athletic Training          | 3 | _____ | _____ | GMAT 577 Evaluation and Treatment of Head, Neck & Spine | 3 |
| _____ | _____ | GMAT 515 Clinical Experience in AT I              | 4 | _____ | _____ | GMAT 611 Clinical Medicine II                           | 2 |
| _____ | _____ | GMAT 517 Evidence-Based Practice I                | 1 | _____ | _____ | GMAT 612 Clinical Experience in AT III                  | 2 |
| _____ | _____ | GMAT 529 Evidence-Based Practice II               | 1 | _____ | _____ | GMAT 630 Clinical Experience in AT IV                   | 5 |
| _____ | _____ | GMAT 531 Eval and Treatment of Lower Extremity    | 4 | _____ | _____ | GMAT 633 Evidence Based Practice III                    | 1 |
| _____ | _____ | GMAT 538 Eval and Treatment of Upper Extremity    | 4 | _____ | _____ | GMAT 655 Organization and Administration                | 3 |
| _____ | _____ | GMAT 542 Clinical Medicine I                      | 2 | _____ | _____ | GMAT 670 Clinical Experience in AT V                    | 8 |
|       |       |                                                   |   | _____ | _____ | GMAT 685 Behavioral & Psych Conditions in AT            | 2 |
|       |       |                                                   |   | _____ | _____ | GMAT 688 Athletic Training Capstone                     | 1 |

#### Recommended Academic Schedule

##### Summer I (11 Credits)

|          |                                          |   |
|----------|------------------------------------------|---|
| GMAT 505 | Principles of Athletic Training          | 3 |
| GMAT 504 | Clinical Appl. Of Care/Prevention in AT  | 3 |
| GMAT 502 | Applied Kinesiology                      | 3 |
| GMAT 503 | Foundations in Therapeutic Interventions | 2 |

##### Fall I (12 credits) (11 credits)

|                     |                                                     |              |
|---------------------|-----------------------------------------------------|--------------|
| GMAT 531            | Eval. And Treatment of the Lower Extremity          | 4            |
| GMAT 542            | Clinical Medicine I                                 | 2            |
| GMAT 517            | Evidence-Based Practice I                           | 1            |
| *GMAT 515           | Clinical Experience in AT I                         | 4            |
| <del>GMAT 503</del> | <del>Foundations in Therapeutic Interventions</del> | <del>2</del> |

##### Spring I (10 credits)\*

|           |                                            |   |
|-----------|--------------------------------------------|---|
| *GMAT 538 | Eval. And Treatment of the Upper Extremity | 4 |
| GMAT 554  | Health and Fitness Principles              | 2 |
| GMAT 529  | Evidence Based Practice II                 | 1 |
| GMAT 545  | Clinical Experience in AT II               | 3 |

\* depending on the ability for students to attend clinical GMAT 515 may be moved to the SPRING I semester and GMAT 538 will be moved to the second 7 weeks in the Fall I semester

##### Summer II (9 credits)

|          |                                                 |   |
|----------|-------------------------------------------------|---|
| GMAT 611 | Clinical Medicine II                            | 2 |
| GMAT 577 | Eval. And Treatment of the Head, Neck and Spine | 3 |
| GMAT 556 | Practical Applications of Health & Wellness     | 2 |
| GMAT 612 | Clinical Experience in AT III                   | 2 |

| Fall II (11 Credits) |                                     | Spring II (9 Credits) |          |                              |   |
|----------------------|-------------------------------------|-----------------------|----------|------------------------------|---|
| GMAT 633             | Evidence Based Practice III         | 1                     | GMAT 630 | Clinical Experience in AT IV | 5 |
| GMAT 655             | Organization and Administration     | 3                     | GMAT 688 | Athletic Training Capstone   | 1 |
| GMAT 630             | Clinical Experience in AT IV        | 5                     | GMAT 670 | Clinical Experience in AT V  | 8 |
| GMAT 685             | Behavioral & Psych Conditions in AT | 2                     |          |                              |   |

### Course Descriptions

#### GMAT 502: Applied Kinesiology (3 cr lecture/lab)

The purpose of this course is to explore human movement during performance of activities, especially the geometry of movement (kinematics) and the forces influencing movement (kinetics). This course will focus on applying an understanding of human movement and pathomechanics in a manner that is foundational for future studies in rehabilitation.

#### GMAT 503: Foundations in Therapeutic Interventions (2 cr. lecture)

This introductory course provides students with knowledge of theory and physiological concepts related to physical rehabilitation and therapeutic modalities. This course will relay foundational knowledge needed for clinical application. **Prerequisite:** GMAT 505

#### GMAT 504: Clinical Application of Care/Prevention in AT (3cr. lab)

This course will develop the essential skill application needed for the prevention, assessment, and treatment of acute and emergent illnesses and injuries within the profession of athletic training. Emergency procedures, therapeutic taping, bracing, splinting techniques, and referral decisions will also be evaluated in this course.

#### GMAT 505: Principles of Athletic Training (3 cr. lecture)

This course is designed to give athletic training students an overview of essential functions and duties of an athletic trainer. Students will gain basic skills required for injury prevention, treatment and an overview of psychological and social aspects associated with injury, recovery and administration of athletic training.

#### GMAT 515: Clinical Experience in Athletic Training I (4 cr. clinical)

This supervised, immersive clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team. There will be an immersive component to this course.

#### GMAT 517: Evidence-Based Practice I (1cr. lecture)

This course is designed to discuss the role of research in the health professions. Content will discuss research terminology, epidemiology, database searches, developing research questions and the use of disablement models.

#### GMAT 529: Evidence Based Practice II (1cr. lecture)

This course will introduce the students on the research process which includes research hypotheses, research design, methods, statistical techniques and the ethical issues regarding human subjects.

#### GMAT 531: Evaluation and Treatment of the Lower Extremity (4 cr. lecture)

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the lower extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. This course will further discuss appropriate therapeutic intervention techniques used to treat pathological conditions related to lower extremity function.

#### GMAT 538: Evaluation and Treatment of the Upper Extremity (4 cr. lecture/lab)

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the upper extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Students will review clinical reasoning skills based on recognition, evaluation, and immediate care of orthopedic injuries in the upper extremity. This course will further discuss appropriate therapeutic intervention techniques used to treat pathological conditions related to upper extremity function.

#### GMAT 542: Clinical Medicine I (2 cr. lecture)

This course is an introduction to medical conditions for the athletic trainer/health care provider, diagnostic imaging testing, and basic principles of pharmacology. The course will review common procedures used in the athletic training facility. This course will also discuss special considerations for athletes such as drug misuse and performance enhancing drugs used by athletes and ethical issues surrounding the use of pharmacology in sport.

**GMAT 545: Clinical Experience in Athletic Training II (3 cr. lecture)**

This supervised, semester long, clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team.

**GMAT 554: Health and Fitness Principles (2 cr. lecture)**

Course will examine the principles of Nutrition and Wellness as specifically related to sports participants. Students will acquire the knowledge necessary to apply sound nutritional, strength and conditioning, and wellness practices in the athletic population. This course also focuses on the design and application of programs for diet planning, aerobic and anaerobic training.

**GMAT 556: Practical applications of Health and Wellness (2cr. lab)**

Course will examine the principles of Nutrition and Wellness as specifically related to sports participants. This course is designed to instruct students in the safety and proper mechanics of wellness and weight training. Students will acquire knowledge as to the developments of specific resistance training programs through activity, laboratory and technology experiences. This course also focuses on the design and application of programs for diet planning, aerobic and anaerobic training

**GMAT 577: Evaluation and Treatment of the Head, Neck and Spine (3 cr. lecture/lab)**

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the head, neck and spine. Through a hands-on approach the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of injuries to the head, neck and spine. Treatment intervention strategies will be addressed related to pathologies discussed within the course.

**GMAT 611: Clinical Medicine II (2 cr. lecture)**

This course is a continuation of Clinical Medicine I that continues to prepare athletic training students with normal and abnormal physiology of different body systems and the differential diagnoses of various medical conditions. The course will discuss the pharmacological agents used to in the treatment of the medical conditions.

**GMAT 612: Clinical Experience in Athletic Training III (2 cr. clinical)**

This course is designed to provide students with opportunities to develop clinical proficiency in evaluation, diagnosis, and treatment of non-orthopedic conditions developed through the life-span.

**GMAT 630: Clinical Experience in Athletic Training IV (5 cr. clinical/lecture)**

This supervised, immersive clinical educational experience develops hands-on application of athletic training skills with program approved health care providers. Students will be able to develop professional behaviors and interactions within a health care team. There will be an immersive component to this course.

**GMAT 633: Evidence Based Practice III (1 cr. lecture)**

This course will educate students regarding development of discussion points and finalize scholarly research. Students will also prepare scholarly work with the intent of utilizing a public forum for dissemination.

**GMAT 655: Organization and Administration in Athletic Training (3 cr. lecture)**

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

**GMAT 688: Capstone in Athletic Training (1 cr. lecture)**

This course is designed to discuss contemporary issues of transition to practice as an entry level professional and to prepare students for the Board of Certification Examination.

**GMAT 670: Clinical Integration V (8 cr.clinical)**

This full-time clinical experience is designed for immersion into supervised athletic training practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training with an emphasis on inter-professional practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training, placing emphasis on transition to practice and development of leadership and organizational skills.

**GMAT 685: Behavioral & Psychological Considerations in AT (2cr. lecture)**

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

## **Appendix C: Modifications to Lecture and Laboratory Delivery Under Covid-19 Precautions**

**POLICY:** Delivery of didactic courses will be face-to-face, but with strict COVID-19 precautions enforced. Students or course faculty who have applied and are approved for Return to Work/Campus accommodations, will have or provide course delivery remotely through online technology such as Zoom meetings. Delivery of didactic courses in the MAT program will be remote or face-to-face depending on the availability of learning spaces due to COVID capacity restrictions. The MAT program will use online technology such as Zoom, with the exception of laboratory experiences that involve the development of hands-on skills, any skill checks, supervised laboratory practice, or lab practicals. Face-to-face lab experiences will follow strict COVID-19 precautions to help ensure and maintain the safety of every student and faculty.

### **REMOTE LEARNING PROCEDURES/PRACTICES:**

- Classroom etiquette will still be expected during any remote learning through online technology.
- Online course lectures will be recorded with students made aware.
- All exams will be taken using Lockdown Browser (with WebCam if possible) to reduce risk of cheating.

### **FACE-TO-FACE LECTURE PROCEDURES/PRACTICES:**

- All individuals are required to wear a mask anywhere on Gannon campus/property and during all class lectures.
- Upon arriving on Gannon campus all individuals must confirm passing the wellness check and temperature screen at any designated GU building, to enter the classroom, remain at work, or visit the campus.
- Students who do not have these essential items will be asked to leave the classroom.
- Failure to comply with any current Gannon COVID policies <https://update.gannon.edu/> will result in the referral of the matter to the Student Accountability Office or College Dean associated with the incident.
- Maintain social distancing of 6ft within the classroom and any group meeting with number of persons present not to exceed 30.
- Spray all desks at end of class with provided disinfectant and let dry prior to next class and return chairs/desks to marked areas to ensure 6ft distancing.

**IN-PERSONS LABORATORY POLICY:** In addition to university guidelines, the MAT program will modify all in-person laboratory experiences to further ensure the safety and wellbeing of all MAT students and faculty during COVID-19 times.

### **PROCEDURES/PRACTICES:**

- Assign lab partners for the entire semester (based on roommate arrangements or off-campus association)
- Glove use is expected with models and mannequins at the university

- Maintain social distancing of 6 feet and hands-on contact limited to partnered students rather than with faculty for lab instructions, check-offs, and lab practicals.
- Spray then wipe down each lab plinth and any equipment used with provided disinfectant. Prior to next lab and return lab to marked areas to ensure 6ft distancing

## Glossary

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

**Action plan for correction of BOC examination pass-rate deficiency:**

- A. A review and analysis of the program’s previously submitted action plans. This should include
  1. any assessment data used to evaluate the previous action plan,
  2. a discussion of strategies that have and have not worked, and
  3. any revisions that have been made to the previous action plan based on subsequent assessment data.
- B. Analysis of the program’s current BOC examination pass rate (for the most recent three years) and progress toward compliance, including
  1. the number of students enrolled in the program in each of the past three years,
  2. the number of students who have attempted the exam in each of the past three years,
  3. the cohort-by-cohort first-time pass rate for each of the past three exam cohorts, and
  4. the three-year aggregate first-time pass rate for each of the past three years.
- C. Projection for the program’s anticipated exam outcomes for next year. This is an analysis of how well the program believes its new action plan (see below) will improve exam performance for the next exam cohort and how they expect this to affect their three-year aggregate first-time pass rate in the next year. The analysis must include
  1. an analysis of the number of students expected to take the exam in the next year, based on current enrollment;
  2. a conservative estimated annual first-time pass rate for the upcoming year, given the steps outlined in the action plan (see below) and current student potential;
  3. a conservative estimated three-year aggregate first-time pass rate for the upcoming year, based on the projection provided (see above); and
  4. a narrative discussing the likelihood that the program will come into compliance with Standard 6 in the next year, given the data provided in C.1, C.2, and C.3 above.

The action plan, developed as part of the analytic progress report, must include all of the elements identified in Standard 5. These include

1. developing targeted goals and action plans to achieve the desired outcomes,
  2. stating the time lines for reaching the outcomes, and
  3. identifying the person or persons responsible for each element of the action plan.
- D. Updating the elements of the action plan as they are met or as circumstances change.

**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.

**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.

**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.

**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.

**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.

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

- *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. *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 onsite 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. If the patient/client care is occurring via telehealth or telemedicine, the preceptor must concurrently monitor the patient/client care through appropriate telecommunication technology.

**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.

**Telehealth:** Telehealth is an umbrella term that encompasses the use of telecommunication technology for non-clinical health-related purposes. Some uses of telehealth include enhancing and supporting clinical services and providing individual or public health education.

**Telemedicine:** Telemedicine involves the delivery of patient/client care remotely using appropriate information and communication technologies. Patient/client care provided via telemedicine must occur in compliance with all local, state, and federal laws.

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