



***ATHLETIC TRAINING PROGRAM  
REAL EXPERIENCE. REAL SUCCESS.***

College of Science,  
Technology, and Health

*Athletic Training  
Program Handbook  
2022-2023*

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# Section 1: Introduction

## Lindenwood University Mission, Vision, and Values

Lindenwood University is an independent, public-serving, University that has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.

### **Mission**

Real Experience. Real Success. Enhancing lives through quality education and professional preparatory experiences.

### **Vision**

Lindenwood University, a nationally recognized institution of higher learning, delivers comprehensive student-centric learning and community engagement through innovative, relevant, and forward-thinking academic and experiential programs.

### **Values**

- Excellence - We are committed to providing quality and excellence in all our endeavors.
- Dedication - We are committed to developing a high-performance work ethic and dedication to discipline or vocation.
- Integrity - We are committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity.
- Creativity - We are committed to the development of original ideas, knowledge and innovative approaches to solving complex problems.
- Teamwork - We are committed to creating a connected, diverse community of team players who are humble, motivated, and smart; committed to working together to advance the university's mission.

### **History and Tradition**

Lindenwood is an independent, public-serving, University that has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.



## Institutional Learning Outcomes

Lindenwood University is committed to preparing its graduates for a world of increasing complexity, innovation, and change. Accordingly, developing and demonstrating the following Institutional Learning Outcomes (ILOs) is central to the educational spectrum at Lindenwood, including the general education curriculum, major programs of study, and co-curricular experiences.

There are four ILO's, each with a set of unique components:

### **ILO-1 Lindenwood graduates have broad, integrative, and specialized knowledge.**

#### 1.1 Human Cultures and the Physical and Natural World

- Lindenwood students understand human cultures and the physical and natural world.

#### 1.2 Integrated Perspectives

- Lindenwood graduates have integrated perspectives.

#### 1.3 Specialized Knowledge

- Lindenwood graduates have specialized knowledge.

### **ILO-2 Lindenwood graduates have essential habits of mind.**

#### 2.1 Ethical Reasoning

- Lindenwood graduates can reason ethically.

#### 2.2 Adaptive Thinking

- Lindenwood graduates can think adaptively.

#### 2.3 Critical Thinking

- Lindenwood graduates can think critically.

#### 2.4 Innovative Thinking

- Lindenwood graduates can think innovatively.

#### 2.5 Diverse Perspectives

- Lindenwood graduates have diverse perspectives.

#### 2.6 Civic Responsibility

- Lindenwood graduates can apply principles of responsible citizenship.

### **ILO-3 Lindenwood graduates have communicative fluency.**

#### 3.1 Written Communications

- Lindenwood graduates are effective writers.

#### 3.2 Spoken Communications

- Lindenwood graduates are effective speakers.

#### 3.3 Digital Communications

- Lindenwood graduates can communicate effectively and ethically in a digitally connected world.

#### 3.4 Quantitative Representations

- Lindenwood graduates can support communications with quantitative evidence.

### **ILO-4 Lindenwood graduates have effective problem-solving skills.**

#### 4.1 Strategy

- Lindenwood graduates can solve problems strategically.

#### 4.2 Collaboration

- Lindenwood graduates can solve problems collaboratively.

### Program Mission, Goals, and Learning Outcomes

#### **Program Mission**

Through innovative teaching and a diverse clinical education, the athletic training program provides a creative environment of unlimited learning to students who desire to become professional athletic trainers and serve as part of the ever-changing health care field.

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#### **Program Goals**

1. Develop confident, competent, and skilled entry-level professionals prepared for the Board of Certification examination and professional practice.
  2. Identify and select high quality candidates with the greatest potential for academic success, clinical development, and program completion.
  3. Promote excellence and innovation in all instructional aspects of the curriculum, including classroom teaching, laboratory instruction, and clinical preceptor mentoring.
  4. Provide exceptional facilities, equipment, clinical experiences, and professional opportunities for student development.
  5. Provide students with academic and administrative support at both the program and university level.
  6. Provide opportunities for faculty and students to participate in scholarly activities, professional meetings, community events, and other activities to promote the advancement of the profession.
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#### **Program Learning Outcomes**

1. Graduates will be able to demonstrate advanced knowledge and clinical skills in the examination, diagnosis, and initial management of acute and chronic injuries and illnesses.
2. Graduates will be able to demonstrate safe and effective clinical decision-making in the planning, implementation, and evaluation of therapeutic intervention programs designed to improve function and quality of life.
3. Graduates will be able to demonstrate effective clinical practice, as it pertains to the use of patient values, outcomes, research, and clinical expertise.
4. Graduates will be able to demonstrate their understanding of the role of the professional athletic trainer as a health care provider through effective communication, collaboration, and professionalism.
5. Graduates will be able to demonstrate knowledge and skill in planning, conducting, and analyzing clinical research in the field of athletic training.

## University Commitment to Assessment

The faculty, administration, and staff of Lindenwood University are dedicated to sustaining excellent educational programs and learning environments. Therefore, we are also committed to mission-based, comprehensive, and data-driven assessment for the purpose of continuous institutional improvement and effectiveness.

Given the above commitment, the Culture of Continuous Improvement statement below serves as a compass in guiding our assessment and continuous improvement efforts. The statement describes the type of institutional culture that is needed to live out that commitment.

### A Culture of Continuous Improvement: Defining Characteristics

- The institution publicly affirms its commitment to effectiveness and continuous improvement and, in so doing, recognizes the need for accountability to its stakeholders.
- The institution values effectiveness and continuous improvement in all facets and levels of its operations (e.g., individual professional development, classroom teaching and learning, program review, measurement of graduate success, student and employee satisfaction, governance).
- Comprehensive and integrative assessment is conducted for the purpose of continuous improvement.
- The leadership of the institution understands, values, and provides strong support for efforts related to assessment and continuous improvement.
- Assessment for learning and of learning are valued, supported, and recognized.
- Efforts to improve teaching are valued, supported, and recognized.
- All aspects of the assessment process are conducted with a spirit of collaboration among colleagues within all programs and departments. There is collective investment in the commitment to effective teaching and learning and to overall institutional effectiveness.
- Both faculty and staff value inquiry and the important role of evidence in the decision-making processes associated with continuous improvement. Multiple forms of direct and indirect evidence are used to make decisions annually.
- Assessment processes and results are integrated within the institution's planning and budgeting processes – the institution commits the necessary resources to support its assessment program, and assessment results inform both planning and budgeting.
- The institution understands the critical importance of sustainable and transparent assessment practices, including documenting and sharing intended outcomes and objectives, appropriate methods of assessment, the results of assessment, and initiatives to “close the loop” wherein the results are used for continuous improvement.

## University Commitment on Diversity, Equity, and Inclusion

Lindenwood University is proud of its diverse population of faculty, staff, and students from all corners of the world. We intentionally design our policies in such a manner that all stakeholders (whether students, employees, or visitors) will be treated respectfully, fairly, equitably, and with dignity and inclusiveness in the pursuit and achievement of the objectives of their relationship with the university.

Additionally, we strive to ensure the opportunities afforded by the university for learning, personal advancement, and employment are offered to all without discrimination and that we always provide a safe, supportive, and welcoming environment for all students, employees, and visitors. Upholding a culture of diversity, equity, and inclusion means that people of different cultures, races, colors, genders, ages, religions, orientations, affiliations, sexual orientations, socio-economic backgrounds, disabilities, or countries of origin shall not be mistreated or discriminated against on the basis of their differences. Therefore, all Lindenwood policies, facilities, resources, activities, and privileges, irrespective of individual differences, are made available and accessible to everyone in our campus community.

At Lindenwood University, we will strive to

- Offer collaborative and integrated academic, co-curricular and sporting programs that provide mutually beneficial experiences to our diverse body of students.
- Pursue and promote mutual understanding, respect, and cooperation among our students, teaching and non-teaching staff, contractors, suppliers, and visitors to our community who represent the aforementioned differences.
- Encourage and promote the empowerment and advancement of minority groups within our community through academic and social activities, offering activities of special interest to them, and affording them equal-opportunity integration within our community.
- Respect the knowledge, skills, and experiences that every person in our community brings to the university.
- Design and operate flexible and easily accessible services, facilities, and activities whose procedures appropriately recognize the needs of everyone in our community.
- Make every effort to ensure that our current and future contractual agreements and obligations fully reflect and embrace our commitment to the philosophy and culture of diversity, equity, and inclusion as delineated in this statement.
- Encourage all faculty and staff members to promote diversity, equity, and inclusion throughout our community.
- Protect every member of our community against all forms of discrimination.

## University Commitment of Non-Discrimination

Lindenwood University does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, pregnancy, religion, disability, veteran status, genetic information or other status protected under applicable law. This policy extends to its admissions, employment, activities, treatment, educational programs, and services. Lindenwood University is committed to a policy of non-discrimination. Any kind of discrimination, harassment, intimidation, or retaliation based upon a person's protected status is unacceptable. For the purpose of this policy, discrimination, harassment, intimidation, or retaliation may be defined as any attempt on the part of individuals, groups, or recognized campus organizations to deny an individual or group those rights, freedoms, or opportunities available to all members of the Lindenwood University community.

The following persons have been designated to handle inquiries regarding Lindenwood University's non-discrimination policies:

Ms. Kelly Moyich  
Associate Vice President, Student Affairs and Community Equity and Inclusion  
kmoyich@lindenwood.edu  
(636) 255-2275  
209 S. Kingshighway  
Library and Academic Resources Center 209  
St. Charles, MO 63301

Dr. Deb Ayres  
Vice President, Human Resources  
dayres@lindenwood.edu  
(636) 949-4405  
209 S. Kingshighway  
Stumberg Hall 9  
St. Charles, MO 63301

The following persons have been designated to handle inquiries regarding Lindenwood University's disability services.

Mr. Jeremy Key  
Manager, Student Support and Accessibility Program  
jkey@lindenwood.edu  
(636) 949-4510  
209 S. Kingshighway  
Library and Academic Resources Center 353  
St. Charles, MO 63301

Any person may also direct inquiries to the U.S. Department of Education's Office for Civil Rights. Lindenwood University is an equal opportunity employer.

Lindenwood University complies with the Civil Rights Act of 1964, as amended; the Equal Pay Act of 1963; the Age Discrimination in Employment Act of 1967; the Americans with Disabilities Act of 1990; Drug Free Schools and Communities Act of 1989 (Public Law 101-226) as amended; the Drug-Free Workplace Act of 1988 (Public Law 101-690); the Student Right-to-Know and Campus Security Acts of 1990 (final regulations published 1995, as revised 1999); and the Campus Securities Disclosures Section 485 of the Higher Education Amendments of 1992 (final regulations published 1994, with technical corrections published 1995, as revised 1999); the Equity in Athletics Disclosure Act (the Higher Education Amendments of 1992, as revised in the Amendments of 1998); and the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), as amended, including Section 507 of the Patriot Act of 2001 and seeks to provide a healthy, safe, and secure environment for students and employees.

## Commission on Accreditation of Athletic Training Education (CAATE) Terminology

To ensure consistent understanding of terminology used within the program, the Commission on Accreditation of Athletic Training Education (CAATE) has provided the following definitions:

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

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

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

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

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

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

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

**Biometrics:** Measurement and analysis of physical characteristics and activity.

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

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

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

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

**Durable medical equipment:** Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury and is appropriate for use in the home. Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

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

**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 fulltime 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 on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

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

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

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

# Commission on Accreditation of Athletic Training Education (CAATE) 2020 Standards

## **SECTION I: PROGRAM DESIGN AND QUALITY**

**Standard 1** The program has a written mission statement that addresses the professional preparation of athletic trainers and aligns with the mission of the institution and the program's associated organizational units.

*Annotation* Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the mission must be congruent with these units.

**Standard 2** The program has developed, implemented, and evaluated a framework that describes how the program is designed to achieve its mission and that guides program design, delivery, and assessment.

*Annotation* This written framework describes essential program elements and how they're connected; these elements include core principles, strategic planning, goals and expected outcomes, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan. The framework is evaluated and refined on an ongoing basis.

*The framework includes program-specific outcomes that are defined by the program; these outcomes include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 6 as outcomes. Improvement plans must include targeted goals and specific action plans for the communication and implementation of the program.*

**Standard 3** Development, implementation, and evaluation of the framework engage all core faculty and include other stakeholders as determined by the program.

*Annotation* All core faculty must participate in the development, implementation, and evaluation of the framework on an ongoing basis. The nature and extent of participation by each core faculty member and other stakeholders is determined by the program.

**Standard 4** The results of the program's assessment plan are used for continued program improvement.

*Annotation* The program analyzes the extent to which it meets its program-specific outcomes and creates an action plan for program improvement and identified deficiencies. The action plan minimally includes identification of responsible person or persons, listing of resources needed, a timeframe, and a strategy to modify the plan as needed.

**Standard 5** The program collects student achievement measures on an annual basis.

*Annotation* The following student achievement measures must be collected:

- Program graduation rate
- Graduate placement rate
- First-time pass rate on the Board of Certification examination

**Standard 6** The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC examination.

*Annotation* Procedures for review and action on this standard are described in the CAATE policies and procedures manual.

**Standard 7** Programs that have a three-year aggregate BOC examination first-time pass rate below 70% must provide an analysis of deficiencies and develop and implement an action plan for correction of BOC-examination pass-rate deficiency.

*Annotation* This standard only applies in the event that a program is not compliant with Standard 6.

## SECTION II PROGRAM DELIVERY

**Standard 8 Planned interprofessional education is incorporated within the professional program.**

*Annotation Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.*

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

*Annotation Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.*

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

*Annotation Fulfillment of clinical experience requirements and curricular content standards prior to enrollment in the professional program is not sufficient to meet this standard. Clinical experiences must occur throughout the professional program.*

**Standard 11 The program uses clearly written syllabi for all courses that are part of the professional program.**

*Annotation Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. Each syllabus includes sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section IV) that is being taught in the course.*

**Standard 12 Course credits are consistent with institutional policy or institutional practice.**

*Annotation Policy or practice must address credit allocation for all types of courses (for example, didactic, practicum, clinical experience courses).*

**Standard 13 The program ensures that the time commitment for completing program requirements does not adversely affect students' progression through the program.**

*Annotation The program must identify policies and procedures used to ensure that students' program-related time commitments, including time spent in clinical experiences, are not excessive.*

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

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

*Annotation To meet this standard, the program must describe the following:*

- *The criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent clinical experience*
- *The process used to determine that students are ready to engage in clinical experiences and are competent and safe to perform skills on a client/patient population*
- *How clinical experiences are designed to progress the student toward autonomous practice*
- *The methods used to ensure that the clinical experience and the style of preceptor supervision and feedback are developmentally appropriate for each student based on his or her progression in the program*

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

*Annotation An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period). Programs may include online education during the immersive experiences that does not detract from the nature of an immersive clinical experience.*

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

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

*Annotation These clinical practice opportunities should occur in athletic training clinical experiences with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, programs may use simulation to meet portions of this standard. Students must have adequate real client/patient interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with a variety of patient populations.*

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

*Annotation Athletic trainers routinely practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Within these areas of athletic training practice, the clinical experience provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use simulation to meet portions of this standard. Students must have adequate patient/client interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice.*

### **SECTION III: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION**

**Standard 19 The sponsoring institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to provide a program of postsecondary education. For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program must be delivered in the English language.**

**Standard 20 Professional programs result in the granting of a master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.**

*Annotation The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.*

**Standard 21 The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.**

*Annotation The intent of this standard is to ensure the professional socialization of the athletic training program faculty and students within a health care profession culture. If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with them, explain how the existing organizational structure meets the intent of this standard.*

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

*Annotation When the administrative oversight of the preceptor differs from the affiliate site, affiliation agreements or memoranda of understanding must be obtained from all parties. All sites (excluding the sponsoring institution) must have affiliation agreements or memoranda of understanding. Any experience the student completes to meet clinical education requirements as an athletic training student must have an agreement. Credit and noncredit athletic training clinical experiences or supplemental clinical experiences, including internships, must have affiliation agreements or memoranda of understanding.*

**Standard 23 The institution/program has written policies and procedures that ensure the rights and responsibilities of program students. These policies and procedures are available to the public and must include the following:**

- 23A Academic dishonesty**
- policy 23B Grievance policy**
- 23C Matriculation requirements 23D**
- Nondiscrimination policies**
- 23E Policies for student withdrawal and refund of tuition and fees**
- 23F Technical standards or essential functions**

*Annotation: Policies and procedures may be institutional and not specific to the athletic training program.*

**Standard 24 Prospective and enrolled students are provided with relevant and accurate information about the institution and program. Available information must include the following:**

- 24A Academic calendars**
- 24B Academic curriculum and course sequence**
- 24C Admissions process (including prerequisite courses)**
- 24D All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing**
- 24E Catalogs**
- 24F Criminal background check policies 24G Degree requirements**
- 24H Financial aid**
- 24I Grade policies**
- 24J Immunization requirements**
- 24K Information about clinical experiences, including travel expectations to clinical sites**
- 24L Matriculation requirements**
- 24M Nondiscrimination policies**
- 24N Procedures governing the award of available funding for scholarships**
- 24O Program mission, goals, and expected outcomes**



- 24P Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process
- 24Q Technical standards or essential functions

*Annotation: Information may be institutional and not specific to the athletic training program.*

**Standard 25 The program posts data detailing its student achievement measures.**

*Annotation: Data on the following student achievement measures (stated in Standard 5) for the past three years must be posted on, or directly linked from, the program's home page:*

- Program graduation rate
- Program retention rate
- Graduate placement
- First-time pass rate on the Board of Certification examination

**Standard 26 Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following:**

- 26A A mechanism by which clients/patients can differentiate students from credentialed providers
- 26B A requirement for all students to have emergency cardiac care training before engaging in clinical experiences
- 26C Blood-borne pathogen protection and exposure plan (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)
- 26D Calibration and maintenance of equipment according to manufacturer guidelines
- 26E Communicable and infectious disease transmission
- 26F Immunization requirements for students
- 26G Patient/client privacy protection (FERPA and HIPAA)
- 26H Radiation exposure (as applicable)
- 26I Sanitation precautions, including ability to clean hands before and after patient encounters
- 26J Venue-specific training expectations (as required)
- 26K Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation

*Annotation: These policies and procedures pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories). Inherent in the development of policies and procedures is the expectation that they are implemented.*

**Standard 27 The institution/program maintains appropriate student records in secure locations. Student records must include the following:**

- 27A Program admissions applications
- 27B Progression through the curriculum
- 27C Disciplinary actions (if applicable)
- 27D Clinical placements
- 27E Verification of annual blood-borne pathogen training
- 27F Verification of compliance with the program's technical standards requirements
- 27G Verification of completed criminal background checks (if applicable)
- 27H Verification of privacy training (for example, HIPAA and FERPA, as applicable)
- 27I Verification of notification of communicable/infectious disease transmission policy and postexposure plan
- 27J Compliance with immunization policies
- 27K Verification that the program's students are protected by professional liability insurance

**Standard 28 Admission of students to the professional program is made in accordance with the program's identified criteria and processes, which are made publicly available.**

*Annotation: Admissions criteria and processes must be consistently reported anywhere they are published.*

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

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

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

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

**Standard 30 Educational opportunities and placements are not prejudicial or discriminatory**

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

*Annotation: Note that supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.*

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

*Annotation All parties are informed about the program framework, individual student needs, student progress, and assessment procedures. The regularity and nature of communication is defined by the program.*

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

*Annotation The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution. Active clinical sites are those where students have been placed during the current academic year.*

**Standard 34 All program policies, procedures, and practices are applied consistently and equitably.**

*Annotation This standard provides a mechanism for programs to respond to inquiries about compliance with program policies. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.*

**Standard 35 Program policies, procedures, and practices provide for compliance with accreditation policies and procedures, including the following:**

- **Maintenance of accurate information, easily accessible to the public, on the program website regarding accreditation status and current student achievement measures**
- **Timely submission of required fees and documentation, including reports of program graduation rates and graduate placement rates**
- **Timely notification of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education**

*Annotation: Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.*

**Standard 36 The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.**

*Annotation Programs are not required to submit initial evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will be dependent on the nature of the inquiry.*

**Standard 37 The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:**

- **An earned doctoral degree**
- **Contemporary expertise in the field of athletic training**
- **Certification and good standing with the Board of Certification**
- **Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)**
- **Previous clinical practice as an athletic trainer**
- **Scholarship**
- **Previous full-time academic appointment with teaching responsibilities at the postsecondary level**

*Annotation: The program director's faculty status, rights, and responsibilities are consistent with similar positions*

*at the institution and provide appropriate program representation in institutional decisions. Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.*

**Standard 38 The program director is responsible for the management and administration of the program. This includes the following responsibilities:**

- **Program planning and operation, including development of the framework**
- **Program evaluation**
- **Maintenance of accreditation**
- **Input into budget management**
- **Input on the selection of program personnel**
- **Input on the evaluation of program personnel**

**Standard 39 The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:**

- **Contemporary expertise in athletic training**
- **Certification and good standing with the Board of Certification**
- **Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)**
- **Previous clinical practice in athletic training**

*Annotation: The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.*

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

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

*Annotation: Communication with the preceptors includes familiarizing them with the program framework. Professional development of preceptors is specific to development of their role as preceptor.*

**Standard 41** Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three core faculty.

*Annotation* Program faculty may include core faculty, associated faculty, and adjunct faculty. The needs of the program include advising and mentoring students, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.

*Programs are required to have sufficient numbers of faculty to meet the needs of the athletic training program by the date of the implementation of these standards. Compliance with the requirement that the program has a minimum of three core faculty is required after July 1, 2023.*

**Standard 42** The core faculty have contemporary expertise in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of scholarship.

**Standard 43** The program director, coordinator of clinical education, and other core faculty have assigned load that is sufficient to meet the needs of the program.

*Annotation: Faculty may have other institutional duties that do not interfere with the management, administration, and delivery of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.*

**Standard 44** All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency (in states where their profession is regulated). In addition, faculty who are solely credentialed as athletic trainers and who teach skills necessary for direct patient care must be BOC certified.

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

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

*Annotation: Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program must have a plan for ongoing preceptor training.*

**Standard 46** Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

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

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

*Annotation: This evaluation process should be incorporated into the assessment plan that is a component of the framework (see Standard 2). The program must determine the regularity with which faculty and preceptors are evaluated.*

**Standard 49** The program has a medical director who is actively involved in the program.

*Annotation: The medical director supports the program director in ensuring that both didactic instruction and clinical experiences meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.*

**Standard 50** The program has administrative and technical support staff to meet its expected program outcomes and professional education, scholarship, and service goals.

**Standard 51** The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:

**51A** Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.

**51B** Necessary equipment required for teaching a contemporary athletic training curriculum is provided.

**51C** Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.

**51D** The available technology is adequate to support effective teaching and learning.

*Annotation: If a program incorporates remote learning or multi-campus locations, the evidence of compliance should describe how these standards are met at all locations.*

**Standard 52** The program's students have sufficient access to advising, counseling services, health services, disability services, and financial aid services.

*Annotation: Availability of student support services at remote locations (for example, during clinical experiences) must be comparable to those for students located on campus.*

**Standard 53** Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes.

*Annotation: Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.*

## SECTION IV: CURRICULAR CONTENT

### Prerequisite Coursework and Foundational Knowledge

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**Standard 54** The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

*Annotation: The program determines the classes that meets these standards and supports the program's*

curricular plan. Additional prerequisite coursework may be required as determined by the program.

**Standard 55** Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

*Annotation* Foundational knowledge areas can be incorporated as prerequisite coursework, as a component of the professional program, or both.

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

### **Core Competencies**

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#### **Core Competencies: Patient-Centered Care**

**Standard 56** Advocate for the health needs of clients, patients, communities, and populations.

*Annotation:* Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

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

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

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

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

Core Competencies: Interprofessional Practice and Interprofessional Education

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

#### **Core Competencies: Evidence-Based Practice**

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

*Annotation:* Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.

#### **Core Competencies: Quality Improvement**

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

#### **Core Competencies: Health Care Informatics**

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

- Use data to drive informed decisions

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

### Core Competencies: Professionalism

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

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

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

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

**Standard 68** Advocate for the profession.

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

## Patient/Client Care

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### Care Plan

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

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

### Examination, Diagnosis, and Intervention

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

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)

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

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

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:
  - Cardiovascular system (including auscultation)
  - Endocrine system
  - Eyes, ears, nose, throat, mouth, and teeth
  - Gastrointestinal system
  - Genitourinary system
  - Integumentary system
  - Mental status
  - Musculoskeletal system
  - Neurological system
  - Pain level
  - Reproductive system
  - Respiratory system (including auscultation)
  - Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

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

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

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities



- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

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

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

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

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

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

*Annotation* These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.

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

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

## Prevention, Health Promotion, and Wellness

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

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

- Standard 80** Develop, implement, and assess the effectiveness of programs to reduce injury risk.
- Standard 81** Plan and implement a comprehensive preparticipation examination process to affect health outcomes.
- Standard 82** Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.
- Standard 83** Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.
- Standard 84** Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.
- Standard 85** Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.
- Standard 86** Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.
- Standard 87** Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

## Health Care Administration

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- Standard 88** Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:
- Strategic planning and assessment
  - Managing a physical facility that is compliant with current standards and regulations
  - Managing budgetary and fiscal processes
  - Identifying and mitigating sources of risk to the individual, the organization, and the community
  - Navigating multipayor insurance systems and classifications
  - Implementing a model of delivery (for example, value-based care model)

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

- Standard 90** Establish a working relationship with a directing or collaborating physician.

*Annotation* This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, "The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations."<sup>1</sup>

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

*Annotation* Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.

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

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

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

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

## NATA – Code of Ethics

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

1. Members shall practice with compassion, respecting the rights, well-being, and dignity of others.
2. Members shall comply with the laws and regulations governing the practice of athletic training, National Athletic Trainers' Association (NATA) membership standards, and the NATA code of ethics.
3. Members shall maintain and promote high standards in their provision of services.
4. Members shall not engage in conduct that could be construed as a conflict of interest, reflects negatively on the athletic training profession, or jeopardizes a patient's health and well-being.

Individuals can view the complete NATA Code of Ethics on the NATA website.

## **BOC – Practice Standards**

The primary purpose of the Practice Standards is to establish essential duties and obligations imposed by virtue of holding the ATC credential. Compliance with the Practice Standards is mandatory.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

### **Standard 1: Direction**

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.

### **Standard 2: Prevention**

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long-term disability.

### **Standard 3: Immediate Care**

The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

### **Standard 4: Examination, Assessment, and Diagnosis**

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition.

### **Standard 5: Therapeutic Intervention**

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

### **Standard 6: Program Discontinuation**

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

### **Standard 7: Organization and Administration**

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

## **BOC – Code of Professional Responsibility**

The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The "Professional Practice and Discipline Guidelines and Procedures" may be accessed via the BOC website.

### **Code 1: Patient Care Responsibilities**

The Athletic Trainer or applicant:

- 1.1 - Renders quality patient care regardless of the patient's age, gender, race, religion, disability, sexual orientation, gender identity, or any other characteristic protected by law
- 1.2 - Protects the patient from undue harm and acts always in the patient's best interests and is an advocate for the patient's welfare, including taking appropriate action to protect patients from health care providers or athletic training students who are, impaired or engaged in illegal or unethical practice
- 1.3 - Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies
- 1.4 - Communicates effectively and truthfully with patients and other persons involved in the patient's program, while maintaining privacy and confidentiality of patient information in accordance with applicable law
  - 1.4.1 - Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values
- 1.5 - Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain
- 1.6 - Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient
- 1.7 - Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan
  - 1.7.1 - Does not make unsupported claims about the safety or efficacy of treatment

### **Code 2: Competency**

The Athletic Trainer or applicant:

- 2.1 - Engages in lifelong, professional and continuing educational activities to promote continued competence
- 2.2 - Complies with the most current BOC recertification policies and requirements

### **Code 3: Professional Responsibility**

The Athletic Trainer or applicant:

- 3.1 - Practices in accordance with the most current BOC Practice Standards
- 3.2 - Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.3 - Practices in collaboration and cooperation with others involved in a patient's care when warranted; respecting the expertise and medico-legal responsibility of all parties
- 3.4 - Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
- 3.5 - Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training
  - 3.5.1 - Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.6 - Does not guarantee the results of any athletic training service
- 3.7 - Complies with all BOC exam eligibility requirements
- 3.8 - Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful
- 3.9 - Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization
- 3.10 - Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event
- 3.11 - Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by themselves and/or by another Athletic Trainer that is related to the practice of athletic training
- 3.12 - Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by themselves or by another Athletic Trainer that is related to athletic training

- 3.13 - Complies with applicable local, state and/or federal rules, requirements, regulations and/or laws related to mandatory reporting when identified as a “mandatory reporter” or “responsible employee”
- 3.14 - Cooperates with BOC investigations into alleged illegal or unethical activities. Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information
- 3.15 - Complies with all confidentiality and disclosure requirements of the BOC and existing law
- 3.16 - Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization
- 3.17 - Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the "BOC Professional Practice and Discipline Guidelines and Procedures"
- 3.18 - Fulfills financial obligations for all BOC billable goods and services provided

#### **Code 4: Research**

The Athletic Trainer or applicant:

- 4.1 - Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions
- 4.2 - Protects the human rights and well-being of research participants
- 4.3 - Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or health care delivery

#### **Code 5: Social Responsibility**

The Athletic Trainer or applicant:

- 5.1 - Strives to serve the profession and the community in a manner that benefits society at large
- 5.2 - Advocates for appropriate health care to address societal health needs and goals

#### **Code 6: Business Practices**

The Athletic Trainer or applicant:

- 6.1 - Does not participate in deceptive or fraudulent business practices
- 6.2 - Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered
  - 6.2.1 - Provides documentation to support recorded charges
  - 6.2.2 - Ensures all fees are commensurate with services rendered
- 6.3 - Maintains adequate and customary professional liability insurance
- 6.4 - Acknowledges and mitigates conflicts of interest



## Section 2: Program Overview

### Program Description

Beginning in the 2022-2023 academic year, Lindenwood University will be offering a Master of Science in Athletic Training that prepares students to succeed on the Board of Certification (BOC) exam to become a certified athletic trainer (ATC). The Lindenwood University Master of Science in Athletic Training program is housed in the College of Science, Technology, and Health.

The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Lindenwood University Athletic Training Program was initially accredited by the CAATE in 2003 and received a ten-year continuance of accreditation in March 2019. The graduate athletic training program (ATP) will accept its first cohort of athletic training students into the program in the summer of 2023. The athletic training program consciously seeks a diverse student body and welcomes applicants from all socioeconomic, religious, and ethnic backgrounds. The program also values geographical diversity and welcomes international students.

The athletic training program will be accepting both undergraduate and graduate students who meet the program's admission requirements. Undergraduate students will complete the accelerated master's program (AMP) pathway for athletic training, and graduate students are required to have completed a bachelor's degree and all prerequisite courses identified by the program at the time of enrollment in the program.

The AMP pathway provides an opportunity for select students to earn a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training in an accelerated 5-year format. Traditional first-time college students in the AMP will complete the majority of the exercise science curriculum, as well as most general education requirements, during their first three years. Then, upon formal acceptance into the master's degree program, the students will complete their graduate coursework during their fourth and fifth year. Prospective first-time college students can also earn early assurance of admittance into the graduate-level athletic training program if all criteria are met. Current undergraduate students and transfer students are also eligible for participation in the accelerated master's program, but graduation timelines vary and are dependent on an official review of their prior academic history. The program can also provide prospective transfer students with an individualized degree plan that aligns with their current college/university. For example, a 2+3 plan can be developed for many community colleges, and this program will allow students to complete their associate degree, bachelor's degree, and master's degree in five years.

All students who wish to enter the ATP at Lindenwood University must complete a secondary application process and meet all prerequisite requirements before being formally accepted into the professional program by the department faculty. Once admitted into the program, students will complete a rigorous two-year curriculum. Throughout the two-year professional program,

students will be enrolled in both standard coursework and clinical practicums that will ensure students meet the core competencies established by the CAATE. Students will be regularly evaluated throughout the program on their clinical skills using simulated and integrated opportunities. Clinical education will consist of student participation in a variety of athletic training settings, including the traditional, non-traditional, and emerging settings. These experiences, in addition to simulation and other supplemental experiences will allow students an opportunity to gain extensive experience with all patient populations.

## Contact Information

### College of Science, Technology, and Health

#### Dean

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Dr. Cynthia Schroeder	<a href="mailto:cschroeder@lindenwood.edu">cschroeder@lindenwood.edu</a>	636-949-4318	FH 109
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#### Associate Dean

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Dr. Kathryn Tessmer	<a href="mailto:ktessmer@lindenwood.edu">ktessmer@lindenwood.edu</a>	636-627-2949	FH 109
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#### Office Manager

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Whitley Huxhold	<a href="mailto:whuxhold@lindenwood.edu">whuxhold@lindenwood.edu</a>	636-627-2958	FH 109
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### Athletic Training Program Faculty and Personnel

#### Medical Director

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Dr. Matthew Matava			
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#### Program Director

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Tom Godar MS, LAT, ATC	<a href="mailto:tgodar@lindenwood.edu">tgodar@lindenwood.edu</a>	636-949-4628	FH 102
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#### Coordinator of Clinical Education

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Dr. Lauren Tighe	<a href="mailto:ltighe@lindenwood.edu">ltighe@lindenwood.edu</a>	636-949-4791	FH 107
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### Additional Key Phone Numbers and Information

Academic Services/Registrar	636-949-4954
Admission/Evening & Graduate	636-949-4933
Canvas Support Hotline	855-691-2240
Business Office (last names A-L, graduate students)	636-949-4314
Business Office (last names M-Z, graduate students)	636-949-4976
Computer Help Desk/IT Help Desk ( <a href="mailto:helpdesk@lindenwood.edu">helpdesk@lindenwood.edu</a> )	636-255-5100
Coordinator for Campus Accessibility Services	636-949-4784
Financial Aid	636-949-4923
Library	636-949-4820
Operator/Switchboard/Information	636-949-2000
Provost	636-949-4700
Campus Security Direct Line – 24 hours/7 days	636-949-4911

Lindenwood Directory: <http://www.lindenwood.edu/directory/index.html>

## Degree Pathways

The university offers students two main pathways for enrolling in the athletic training program, including an accelerated master's program and a post-baccalaureate pathway.

### Accelerated Master's Program Pathway

The accelerated master's program (AMP) is designed for high-achieving high school graduates. This program provides an opportunity for select students to earn a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training in an accelerated 5-year format. Prospective students can earn early assurance of admittance into the graduate-level athletic training program if all criteria are met. See the section on **Early Assurance** for additional details. A sample academic degree plan for the accelerated master's program is located in the appendices.

### Post-Baccalaureate Pathway

The traditional post-baccalaureate pathway is designed for college graduates who have already completed (or will have completed) an undergraduate degree in a related field, as well as all program prerequisites prior to beginning the master's degree program. A sample academic degree plan for the traditional two-year post-baccalaureate program is located in the appendices.

## Degree Requirements

### Required Prerequisite Courses

- Biology (BSC 10000)
- Chemistry (CHM 10000)
- Physics, with lab (PHY 25100)
- Anatomy/Physiology I and II (BSC 22700, BSC 22800)
- Exercise Physiology, with lab (EXS 31500, EXS 31600)
- Psychology (PSY 10000)
- Nutrition (EXS 24000)
- Kinesiology (HFS 31000) or Biomechanics (EXS 32500)
- Medical Terminology (HFS 18500)

### Curriculum Courses

- HS 53700 – Community Health
- HS 54000 – Research Methods
- HS 54200 – Statistical Analysis
- HS 57700 – Physiology of Exercise III: Nutrition and Body Composition
- AT 50100 – Clinical Practicum I
- AT 50200 – Clinical Practicum II
- AT 50300 – Clinical Practicum III
- AT 50400 – Clinical Practicum IV
- AT 50500 – Clinical Practicum V
- AT 50600 – Clinical Practicum VI
- AT 51100 – Clinical Decision-Making I
- AT 51200 – Clinical Decision-Making II
- AT 51300 – Clinical Decision-Making III
- AT 51400 – Clinical Decision-Making IV
- AT 52000 – Emergency Management
- AT 52500 – Fundamentals in Athletic Training
- AT 54100 – Orthopedic Evaluation and Management I
- AT 54200 – Orthopedic Evaluation and Management II
- AT 54400 – Evaluation and Management of General Medical Conditions
- AT 55100 – Therapeutic Interventions I
- AT 55200 – Therapeutic Interventions III
- AT 55300 – Therapeutic Interventions III
- AT 61000 – Leadership and Management in Athletic Training
- AT 63000 – Seminar in Athletic Training
- AT 65000 – Capstone
- AT 68100 – Comprehensive Examination

## Course Descriptions

### **HS 53700 – Community Health (3)**

This online course is designed to give a broad overview of the many dimensions of health promotion, care, and legislation. Topics covered include health organizations, communicable and chronic diseases, socioeconomic issues, environmental issues, and other topics related to epidemiology.

### **HS 54000 – Research Methods (3)**

This course provides instruction on the methods and techniques used in the design and interpretation of research involving physical activity. The emphasis will be on styles of writing, library use, and computer applications. Research paper and presentation is required.

### **HS 54200 – Statistical Analysis (3)**

This course is the introduction to statistics with emphasis on various statistical concepts and data analytic tools, including normal distributions, sampling distributions, hypothesis testing, t-tests, analysis of variance, correlation and regression, and chi-square. Students will receive hands-on experience with data management using computer software.

### **HS 57700 – Physiology of Exercise III: Nutrition and Body Composition Considerations (3)**

This course will examine key topics as they relate to fueling demands and nutritional recommendations for sport performance, health, and recovery. Additionally, this course will review several of the common approaches and theories to assess body composition and provide hands-on exposure to collecting, assessing, and evaluating body composition information.

### **AT 50100 – Clinical Practicum I (3)**

This course is designed to familiarize students to the field of athletic training and provide students with authentic clinical experiences. Students will be assigned a traditional clinical rotation with an approved preceptor, and students will be expected to apply knowledge and skills previously learned in the program. Expectations for this course include event preparation, injury prevention, and emergency management. This course is graded on a pass/fail basis.

Prerequisite(s): AT 52000 and AT 52500

### **AT 50200 – Clinical Practicum II (3)**

This course is designed to provide students with authentic clinical experiences. Students will be assigned a clinical rotation with an approved preceptor, and students will be expected to further their development of athletic training skills and clinical decision-making with an emphasis on the evaluation of lower extremity injuries. This course is graded on a pass/fail basis.

Prerequisite(s): AT 50100

**AT 50300 – Clinical Practicum III (2)**

This 4-week course is designed to provide students with a dedicated experience in therapeutic rehabilitation for varied client/patient populations. Students will be assigned a clinical rotation with an approved preceptor, and students will be expected to further their knowledge, skill development, and clinical decision-making as it relates to rehabilitation and patient care in diverse populations. This course is graded on a pass/fail basis.

Prerequisite(s): AT 50200

**AT 50400 – Clinical Practicum IV (3)**

This 8-week course is designed to provide students an immersive experience in a traditional athletic training setting. Students will be assigned clinical rotations with approved preceptors, and students will be expected to gain experience and develop their skills in all areas of clinical practice. There will be an added emphasis in this course on upper extremity evaluation. This course is graded on a pass/fail basis.

Prerequisite(s): AT 50300

**AT 50500 – Clinical Practicum V (1)**

This course is designed to provide students with clinical experiences alongside a variety of health care professionals. Clinical settings may include medical physician's offices, hospitals, ambulance districts, health clinics, and many others. This course will focus on providing experience with medical conditions commonly seen in the general community. This course is graded on a pass/fail basis.

Prerequisite(s): AT 50400

**AT 50600 – Clinical Practicum VI (3)**

This 8-week course is designed to provide students an immersive experience in the athletic training setting that best aligns with their future goals. Students will be assigned a clinical rotation with an approved preceptor, and students will be expected to demonstrate competency in all areas of clinical practice. There will be an added emphasis in this course on therapeutic interventions, rehabilitation program design, and patient outcomes assessment. This course is graded on a pass/fail basis.

Prerequisite(s): AT 50500 and AT 68100

**AT 51100 – Clinical Decision-Making I (1)**

This course provides an opportunity for students to identify and evaluate research relative to the diagnosis of lower extremity injuries. Students will be exposed to simulations and objective clinical examinations that require demonstrations of knowledge, skill, and clinical decision-making. To pass this class and remain in good standing in the athletic training program, students will be required to successfully complete a comprehensive practical examination relative to the course content.

Prerequisite(s): AT 54100

**AT 51200 – Clinical Decision-Making II (1)**

This course provides an opportunity for students to identify and evaluate research relative to the diagnosis of upper extremity, trunk, and spine-related injuries. Students will also be exposed to simulations and objective clinical examinations that require demonstrations of knowledge, skill, and clinical decision-making. To pass this class and remain in good standing in the athletic training program, students will be required to successfully complete a comprehensive practical examination relative to the course content.

Prerequisite(s): AT 51100 and AT 54200

**AT 51300 – Clinical Decision-Making III (1)**

This course provides an opportunity for students to identify and evaluate research relative to injury rehabilitation. Students will also be exposed to simulations and objective clinical examinations that require demonstrations of knowledge, skill, and clinical decision-making. To pass this class and remain in good standing in the athletic training program, students will be required to successfully complete a comprehensive practical examination relative to the course content.

Prerequisite(s): AT 51200 and AT 55300

**AT 51400 – Clinical Decision-Making IV (1)**

This course provides an opportunity for students to identify and evaluate research relative to sudden illness and behavioral health conditions. Students will also be exposed to simulations that require demonstrations of knowledge, skill, and clinical decision-making.

Prerequisite(s): AT 51300

**AT 52000 – Emergency Management (6)**

This course provides students with the knowledge and training necessary to function as an emergency medical technician (EMT). Topics covered will include pathophysiology, pharmacology, airway management, respiration, artificial ventilation, and common sports-related emergencies. Students will also complete clinical rotations with EMT's and paramedics. This course meets the requirements to apply for registration with the National Registry of Emergency Medical Technicians and to apply for an EMT license in the State of Missouri.

Prerequisite(s): Acceptance into the graduate athletic training program.

**AT 52500 – Fundamental Skills in Athletic Training (1)**

This course is designed to develop introductory knowledge and skills necessary for beginning clinical practicum courses. This includes knowledge of common equipment and supplies, as well as techniques in taping, wrapping, casting, and wound care management.

Prerequisite(s): Acceptance into the graduate athletic training program.

**AT 54100 – Orthopedic Evaluation and Management I (4)**

In this course, students will examine the epidemiology, clinical presentation and pathophysiology of orthopedic conditions that commonly affect the lower extremity. Through a hybrid course design that involves both lecture and lab-based activities, students will learn to develop a differential diagnosis, perform the most appropriate examination techniques, and



formulate a diagnosis. Additional focus will be placed on injury prevention, predisposing factors for injury, biomechanics, and initial injury management.

Prerequisite(s): Acceptance into the graduate athletic training program.

#### **AT 54200 – Orthopedic Evaluation and Management II (4)**

In this course, students will examine the epidemiology, clinical presentation and pathophysiology of orthopedic conditions that commonly affect the upper extremity and spine. Through a hybrid course design that involves both lecture and lab-based activities, students will learn to develop a differential diagnosis, perform the most appropriate examination techniques, and formulate a diagnosis. Additional focus will be placed on injury prevention, predisposing factors for injury, biomechanics, and initial injury management.

Prerequisite(s): AT 54100

#### **AT 54400 – Evaluation and Management of General Medical Conditions (5)**

In this course, students will examine the epidemiology, clinical presentation and pathophysiology of general medical conditions. Students will also learn to perform a general medical examination, effectively use diagnostic equipment, develop a differential diagnosis, and determine the best course of action. This course will also focus on pharmacology and the pharmacological management of common medical conditions.

#### **AT 55100 – Therapeutic Interventions I (4)**

This is the first of three classes on therapeutic interventions. This class focuses on inflammation and healing, pain perception and modulation, therapeutic modalities, and manual therapy. Students will learn the theoretical rationale for the use of various therapeutic interventions and review recent research to explore their current use and practical application. Students will gain hands-on experience with therapeutic modalities and manual therapy techniques.

Prerequisite(s): Acceptance into the graduate athletic training program.

#### **AT 55200 – Therapeutic Interventions II (4)**

This is the second of three classes on therapeutic interventions. The primary focus of this class will be on the treatment and rehabilitation of injuries affecting the lower extremities. Through a hybrid course design that involves both lecture and lab-based activities, students will understand the principles of rehabilitation and program design, and students will gain hands-on experience with evaluating patients and implementing intervention programs. Students will learn to evaluate program effectiveness and will understand the role of research in improving patient outcomes and delivering high-quality patient-centered care.

Prerequisite(s): AT 55100

#### **AT 55300 – Therapeutic Interventions III (4)**

This is the third, and final course on therapeutic interventions. The primary focus of this class will be on the treatment and rehabilitation of injuries affecting the spine and upper extremities. Through a hybrid course design that involves both lecture and lab-based activities, students will build on their understanding of therapeutic interventions and continue gaining hands-on

experience with patient evaluation, program design and implementation, and outcome measure assessment.

Prerequisite(s): AT 55200

**AT 61000 – Leadership and Management in Athletic Training (3)**

This course examines the various policies and procedures involved with the administration of athletic training. Topics include standards of professional practice, legal liability, facility and organization design, personnel management, organizational leadership, operational budgets, health care informatics, professional development, and public relations.

**AT 63000 – Seminar in Athletic Training (1)**

This class is designed to assist students with their transition to professional practice, as well as their preparation for the Board of Certification examination in athletic training. An additional focus of the class will be on research and recommendations with regard to current topics in athletic training.

**AT 65000 – Capstone (3)**

This class is designed to assist athletic training students with their transition to professional practice, as well as their preparation for the Board of Certification examination in athletic training. An additional focus of the class will be on research and recommendations with regard to current topics in athletic training.

**AT 68100 – Comprehensive Examinations (0)**

Students are required to pass two comprehensive examinations prior to enrolling in their final clinical course (Clinical Practicum IV). One examination will be conducted in written form, and one examination will be clinical-based, including psychomotor skill assessments and simulations. Passing is defined for each exam as a score above 75%.

Prerequisite(s): Good standing in the athletic training program

## Program Costs

Costs regarding tuition, fees and refunds are available in the **Admission, Application, and Fees and Financial Assistance** section of the undergraduate catalog and the **Fees and Financial Assistance** section of the graduate catalog. Tuition and fees are subject to change on an annual basis.

Students admitted to the athletic training program are subject to full-time tuition for two fall and two spring semesters. Students are also subject to tuition for coursework completed in two summer terms, which is billed per credit hour.

### Tuition

#### Accelerated Master's Program

Students participating in the accelerated master's program will be subject to undergraduate tuition rates until the undergraduate degree is conferred. Therefore, graduate courses completed as an undergraduate student in an accelerated master's program that provide credit for the undergraduate degree or graduate degree will be subject to undergraduate tuition and financial aid. Upon conferment of the undergraduate degree, the student will be considered a graduate student and will be subject to graduate tuition, graduate financial aid, and all other fees associated with graduate programs.

#### Post-Baccalaureate Program

Post-baccalaureate students accepted into the athletic training program will be subject to graduate tuition rates.

### Other Costs of Attendance

In addition to university tuition fees, students in the athletic training program are subject to a \$1,000 annual program fee that covers additional costs associated with the program (e.g. lab equipment, testing services, apparel for clinical rotations, NATA memberships, ATrack subscriptions, etc...). The program fee eliminates the need for individual lab fees.

Additional costs may include, but are not limited to:

- Vaccinations (costs vary based on need, personal medical insurance, and facility)
- Textbooks (costs vary based on the student's choice to buy/rent from the university bookstore)
- Transportation (Costs associated with transportation to clinical sites varies based on distance from the university or the student's residence. Most affiliated sites are within 15 miles of the university.)
- Criminal background checks (~\$40; one-time process)
- Certification exams and application fees (BOC examination - \$365; NREMT - \$80)

## Financial Aid

Students enrolled in the athletic training program may be eligible for certain financial aid assistance. The Lindenwood University Office of Student Financial Services offers assistance with federal aid, state grants, Direct loans, supplemental loans, and work-study programs.

For more information, students should visit the **Student Financial Services** website at the following address: <https://www.lindenwood.edu/admissions/student-financial-services/>

Students can also contact the Office of Student Financial Services at (636) 949-4924.

## Scholarships

The mission of the Lindenwood University Grant System is to make it possible for the student to earn a college degree when that aspiration would otherwise be financially prohibitive for the student. In short, the Lindenwood University Grant System (institutional merit- and need-based gift aid) is intended to fill a funding gap and enable a student with need to pursue a college education. The “gap” is the difference between the total cost of tuition, room, board, and fees, and the sum of all personal and outside funding available to the student. The intent is for Lindenwood and the student to share equitably in covering the cost of the student’s college education.

A variety of scholarships and grants are awarded to students who have excelled in fields of study, community activities, the arts, or athletic competitions. Lindenwood University’s admissions and student financial services staff can advise prospective students of the full program of grant and scholarship availability. Although Lindenwood University grants and scholarships are credited in total at the beginning of each term, they are actually earned as charges are incurred.

Lindenwood University encourages students to apply for any outside scholarships for which they may be eligible. Athletic training students have opportunities for scholarships and grants through the National Athletic Trainers’ Association (NATA), Missouri Athletic Trainers’ Association (MoATA), and Mid-America Athletic Trainers’ Association (MAATA). Scholarship opportunities and deadlines through these organizations will be communicated to all students in the program on an annual basis, and faculty will assist students in any way they can to secure these funds.

Scholarships or tuition benefits from outside private and nonprofit institutions or organizations are another way to help finance undergraduate education. Students must report all anticipated outside resources, including scholarships, grants, fellowships, tuition benefits, veteran benefits, or any other type of financial resources to the Office of University Admissions.

Lindenwood admissions/student financial services counselors can advise prospective students and families of the policies and procedures regarding grants and scholarships. In no case may the total award exceed the cost of attendance (room, board, tuition, books, and fees). When a student becomes eligible for additional outside support above the cost of

attendance, that revenue reduces institutional merit- or need-based grants. Scholarship checks received by the Office of University Admissions will be distributed to the current term of enrollment, unless otherwise indicated in writing by the donating organization.

## Section 3: Post-Baccalaureate Pathway

### Enrollment Process and Eligibility

The post-baccalaureate pathway is designed for college graduates who have already completed (or will have completed) an undergraduate degree in a related field, as well as all program prerequisites prior to enrolling in the graduate program. The program has specific eligibility requirements, application procedures, selection criteria, and retention criteria. Refer to the section on Admission Criteria and Application Process for additional details.

### Admission Criteria and Application Process

#### Admission Criteria

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- Cumulative college GPA of 3.00 or higher.
- Cumulative GPA of 3.3 or higher for all prerequisite courses.
- Completion of a bachelor's degree
  - All bachelor's degree requirements must be completed and degree conferred prior to the time of entry into program.
- Completion of all program prerequisites with a C or better (must be completed or scheduled to be completed prior to the time of entry into program)
  - Biology (BSC 10000)
  - Chemistry (CHM 10000)
  - Physics, with lab (PHY 25100)
  - Anatomy/Physiology I and II (BSC 22700, BSC 22800)
  - Exercise Physiology, with lab (EXS 31500, EXS 31600)
  - Psychology (PSY 10000)
  - Nutrition (EXS 24000)
  - Kinesiology (HFS 31000) or Biomechanics (EXS 32500)
  - Medical Terminology (HFS 18500)

#### Application Process

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- Complete the application for graduate admission at Lindenwood University.
- Complete the application (via ATCAS) for admission into the athletic training program.
  - Additional required documents located in ATCAS:
    - Transcript verification of completion of a bachelor's degree.
    - Transcript verification of completion of all program prerequisite courses.
      - If the bachelor's degree or prerequisite courses have not been completed at the time of application, students can submit final verification at a later date.
    - Three letters of recommendation.

- At least 1 letter of recommendation must be from a certified athletic trainer.
- Documentation of a minimum of 50 observation hours with a certified athletic trainer.
- Personal statement
  - Statement should provide support for one's ability to perform at a high-level in the program.
  - Statement should include prior academic and clinical experiences, work experience, accomplishments, academic goals, and career goals.
- Complete an interview with the athletic training program faculty.
  - Interviews will be scheduled by program faculty after receiving all application materials.
- The priority application deadline is December 1<sup>st</sup> of each year for enrollment in the program in the following summer term.

### Admission Selection Process

The athletic training program has a selective admissions process for program applicants. Each spring, the program accepts a maximum of 20 students into each cohort, and upon acceptance, each cohort will begin the graduate program during the subsequent summer term.

The following criteria will be used to evaluate student applications and make program admission decisions if the number of applicants exceeds program capacity:

- Application Letter / Letter of Interest (10 points max)
  - Evaluated for clarity, grammar, punctuation, and overall content.
- Cumulative GPA in Undergraduate Courses (20 points max)
  - 3.90 – 4.00 (20 points)
  - 3.80 – 3.89 (18 points)
  - 3.70 – 3.79 (16 points)
  - 3.60 – 3.69 (14 points)
  - 3.50 – 3.59 (12 points)
  - 3.40 – 3.49 (10 points)
  - 3.30 – 3.39 (8 points)
  - 3.20 – 3.29 (6 points)
  - 3.10 – 3.19 (4 points)
  - 3.00 – 3.09 (2 points)
- Cumulative GPA in Prerequisite Courses (30 points max)
  - 3.90 – 4.00 (30 points)
  - 3.80 – 3.89 (26 points)
  - 3.70 – 3.79 (22 points)
  - 3.60 – 3.69 (18 points)
  - 3.50 – 3.59 (14 points)

- 3.40 – 3.49 (10 points)
- 3.30 – 3.39 (6 points)
- Number of Documented Observation Hours (25 points max)
  - >100 (25 points)
  - 75-100 (20 points)
  - 50-75 (15 points)
  - 50 (10 points)
- Interview with Department Faculty (10 points max)

### Notification of Acceptance

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All program applicants will be notified of their conditional acceptance or rejection by March 15<sup>th</sup>. A maximum of 20 students will be admitted each year. Students not selected for admission are encouraged to re-apply for the following year. Students conditionally accepted into the program will be required to complete the additional requirements described in the next section before officially beginning the program.

As stated in the university policies, Lindenwood University does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, pregnancy, religion, disability, veteran status, genetic information or other status protected under applicable law.

### Additional Program Requirements

After receiving the conditional acceptance letter, students are required to complete and submit the additional requirements described below prior to May 1<sup>st</sup>. Failure to meet, complete, and/or submit any of the below requirements may result in revocation of the student's admission to the program.

#### **Technical Standards**

- Students are required to meet the technical standards of the program with or without accommodations.
- Students are required to review the Technical Standards Policy and submit a signed copy of the Technical Standards Form.
- The Technical Standards Policy and associated form for signing are located in the Program Handbook and on the program website under [Student Forms and Resources](#).

#### **Vaccination Records and Other Related Information**

- Students are required to meet the program requirements for vaccinations and other required screenings (see Clinical Experience Requirements).
- Students are required to submit vaccination records, results of a recent tuberculosis skin test, and a signed copy of the Hepatitis B Vaccination Form.



- The Hepatitis B Vaccination Form can be located on the program website under [Student Forms and Resources](#).

### **Communicable Disease Policy**

- Students are required to review the Communicable Disease Policy and submit a signed copy of the Communicable Disease Policy Form.
- The Communicable Disease Policy and associated form for signing are located in the Program Handbook and on the program website under [Student Forms and Resources](#).

### **Bloodborne Pathogens Compliance Program**

- Students are required to review the Bloodborne Pathogens Compliance Program and submit a signed copy of the Bloodborne Pathogens Policy Form.
- The Bloodborne Pathogens Compliance Program and associated form for signing are located in the Program Handbook and on the program website under [Student Forms and Resources](#).

### **Criminal Background Check**

- Students are required to complete a criminal background check through the Missouri State Highway Patrol. For additional information on this policy, please see the Criminal Background Check section of the Program Handbook.
- Students will be e-mailed copies of the following:
  - 1. Missouri Applicant Fingerprint Privacy Notice**
    - Includes the following:
      - The State and National Rap Back Privacy Notice
      - The Noncriminal Justice Applicant Privacy Rights
      - The Privacy Act Statement
    - This form must be completed and submitted by the student.
  - 2. Missouri Volunteer and Employee Criminal History Service (MOVECHS) Waiver and Agreement Statement**
    - This form must be completed and submitted by the student.
- Upon receiving signed/completed copies of the two documents listed above, the student will be provided with the Missouri State Highway Patrol application form
  - This document provides information on the following:
    - Agency Registration Number
      - This number has been provided specifically for the Lindenwood University Athletic Training Program.
    - Instructions for registering with the Missouri Automated Criminal History Site (MACHS)
      - After completing the electronic registration process with MACHS, students will be provided with instructions for completing the fingerprint background check (i.e. processing fee, location of facility, scheduling, etc...)

**Confidentiality Agreement**

- Students are required to review the Confidentiality Agreement and submit a signed copy of the agreement.
- The Confidentiality Agreement is available on the program website under [Student Forms and Resources](#).

**Release of Information Form**

- Students are required to review the Release of Information Form and submit a signed copy of the form.
- The Release of Information Form is available on the program website under [Student Forms and Resources](#).

**Acceptance Letter & Contractual Agreement**

- Students accepted into the program will receive an e-mail containing a formal acceptance letter with a contractual agreement.
- Students are required to review and submit a signed copy of the program's Acceptance Letter and Contractual Agreement.

## Section 4: Accelerated Master's Program

### Description

Lindenwood University offers an accelerated master's program in athletic training that allows high-achieving undergraduate students an opportunity to earn a bachelor's degree and a master's degree in as few as five years. Traditional first-time college students will complete the majority of the exercise science curriculum, as well as most general education requirements, during their first three years. Then, upon formal acceptance into the master's degree program, the students will complete their graduate coursework during their fourth and fifth year. Current undergraduate students and transfer students are also eligible for participation in the accelerated master's program, but graduation timelines vary and are dependent on an official review of their prior academic history. Students who elect not to complete the graduate portion of the program can still graduate with an undergraduate degree following the completion of all undergraduate degree requirements.

### Enrollment Process and Eligibility

The accelerated master's program is designed for traditional first-time college students, but current students and transfer students can declare their interest in the accelerated master's program and follow the academic pathway at any time. Interested students should inform their academic advisor of their intent to complete the accelerated master's program as early as possible to ensure they follow the necessary academic degree plan. The accelerated master's program for athletic training also provides an early assurance option for high-achieving first-time freshman students. Under the early assurance program, students who successfully complete the first three years in the program and meet all graduate program requirements will have priority placement. See the section on **Early Assurance** for additional details.

Traditional undergraduate students following the accelerated master's program pathway will formally apply to the graduate phase of the program during the fall semester of their third year. The application deadline is December 1<sup>st</sup> of each year for enrollment in the program in the following summer term. The athletic training program has program-specific eligibility requirements, application procedures, selection criteria, and retention criteria. Refer to the section on **Admission Criteria and Application Process** for additional details.

### Admission Criteria and Application Process

#### Admission Criteria

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- Completion, or be nearing the completion, of all general education requirements.
- Completion of all program prerequisites with a C or better (must be completed or scheduled to be completed prior to the time of entry into program)
  - Biology (BSC 10000)
  - Chemistry (CHM 10000)
  - Physics, with lab (PHY 25100)

- Anatomy/Physiology I and II (BSC 22700, BSC 22800)
- Exercise Physiology, with lab (EXS 31500, EXS 31600)
- Psychology (PSY 10000)
- Nutrition (EXS 24000)
- Kinesiology (HFS 31000) or Biomechanics (EXS 32500)
- Medical Terminology (HFS 18500)
- Cumulative college GPA of 3.00 or higher.
- Cumulative GPA of 3.3 or higher for all prerequisite courses.
- Completion of at least 75 undergraduate credit hours at time of application submission (credit hours for courses enrolled in at time of application should be included).
- Completion of at least 90 undergraduate credit hours at time of entry into program.

### Application Process

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- Complete the application for graduate admission at Lindenwood University.
- Complete the application (via ATCAS) for admission into the athletic training program.
  - Additional required documents located in ATCAS:
    - Transcript verification of completion of all program prerequisite courses.
      - If the prerequisite courses have not been completed at the time of application, students can submit final verification at a later date.
    - Three letters of recommendation.
      - At least 1 letter of recommendation must be from a certified athletic trainer.
    - Documentation of a minimum of 50 observation hours with a certified athletic trainer.
    - Personal statement
      - Statement should provide support for one's ability to perform at a high-level in the program.
      - Statement should include prior academic and clinical experiences, work experience, accomplishments, academic goals, and career goals.
- Complete an interview with the athletic training program faculty.
  - Interviews will be scheduled by program faculty after receiving all application materials.
- The priority application deadline is December 1<sup>st</sup> of each year for enrollment in the program in the following summer term.

### Admission Selection Process

The athletic training program has a selective admissions process for program applicants. Each spring, the program accepts a maximum of 20 students into each cohort, and upon acceptance, each cohort will begin the graduate program during the subsequent summer term.

The following criteria will be used to evaluate student applications and make program admission decisions if the number of applicants exceeds program capacity:

- Application Letter / Letter of Interest (10 points max)
  - Evaluated for clarity, grammar, punctuation, and overall content.
- Cumulative GPA in Undergraduate Courses (20 points max)
  - 3.90 – 4.00 (20 points)
  - 3.80 – 3.89 (18 points)
  - 3.70 – 3.79 (16 points)
  - 3.60 – 3.69 (14 points)
  - 3.50 – 3.59 (12 points)
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  - 3.30 – 3.39 (8 points)
  - 3.20 – 3.29 (6 points)
  - 3.10 – 3.19 (4 points)
  - 3.00 – 3.09 (2 points)
- Cumulative GPA in Prerequisite Courses (30 points max)
  - 3.90 – 4.00 (30 points)
  - 3.80 – 3.89 (26 points)
  - 3.70 – 3.79 (22 points)
  - 3.60 – 3.69 (18 points)
  - 3.50 – 3.59 (14 points)
  - 3.40 – 3.49 (10 points)
  - 3.30 – 3.39 (6 points)
- Number of Documented Observation Hours (25 points max)
  - >100 (25 points)
  - 75-100 (20 points)
  - 50-75 (15 points)
  - 50 (10 points)
- Interview with Department Faculty (10 points max)

### Notification of Acceptance

---

All program applicants will be notified of their conditional acceptance or rejection by March 15<sup>th</sup>. A maximum of 20 students will be admitted each year. Students not selected for admission are encouraged to re-apply for the following year. Students conditionally accepted into the program will be required to complete the additional requirements described in the next section before officially beginning the program.

As stated in the university policies, Lindenwood University does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, pregnancy, religion, disability, veteran status, genetic information or other status protected under applicable law.

## Additional Program Requirements

After receiving the conditional acceptance letter, students are required to complete and submit the additional requirements described below prior to May 1<sup>st</sup>. Failure to meet, complete, and/or submit any of the below requirements may result in revocation of the student's admission to the program. All forms and documents should be submitted directly to the program director. Forms may be submitted electronically or via postal service.

### **Technical Standards**

- Students are required to meet the technical standards of the program with or without accommodations.
- Students are required to review the Technical Standards Policy and submit a signed copy of the Technical Standards Form.
- The Technical Standards Policy and associated form for signing are located in the Program Handbook and on the program website under [Student Forms and Resources](#).

### **Vaccination Records and Other Related Information**

- Students are required to meet the program requirements for vaccinations and other required screenings (see Clinical Experience Requirements).
- Students are required to submit vaccination records, results of a recent tuberculosis skin test, and a signed copy of the Hepatitis B Vaccination Form.
- The Hepatitis B Vaccination Form can be located on the program website under [Student Forms and Resources](#).

### **Communicable Disease Policy**

- Students are required to review the Communicable Disease Policy and submit a signed copy of the Communicable Disease Policy Form.
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### **Bloodborne Pathogens Compliance Program**

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- The Bloodborne Pathogens Compliance Program and associated form for signing are located in the Program Handbook and on the program website under [Student Forms and Resources](#).

### **Criminal Background Check**

- Students are required to complete a criminal background check through the Missouri State Highway Patrol. For additional information on this policy, please see the Criminal Background Check section of the Program Handbook.

- Students will be e-mailed copies of the following:
  - 1. Missouri Applicant Fingerprint Privacy Notice**
    - Includes the following:
      - The State and National Rap Back Privacy Notice
      - The Noncriminal Justice Applicant Privacy Rights
      - The Privacy Act Statement
    - This form must be completed and submitted by the student.
  - 2. Missouri Volunteer and Employee Criminal History Service (MOVECHS) Waiver and Agreement Statement**
    - This form must be completed and submitted by the student.
- Upon receiving signed/completed copies of the two documents listed above, the student will be provided with the Missouri State Highway Patrol application form
  - This document provides information on the following:
    - Agency Registration Number
      - This number has been provided specifically for the Lindenwood University Athletic Training Program.
    - Instructions for registering with the Missouri Automated Criminal History Site (MACHS)
      - After completing the electronic registration process with MACHS, students will be provided with instructions for completing the fingerprint background check (i.e. processing fee, location of facility, scheduling, etc...)

#### **Confidentiality Agreement**

- Students are required to review the Confidentiality Agreement and submit a signed copy of the agreement.
- The Confidentiality Agreement is available on the program website under [Student Forms and Resources](#).

#### **Release of Information Form**

- Students are required to review the Release of Information Form and submit a signed copy of the form.
- The Release of Information Form is available on the program website under [Student Forms and Resources](#).

#### **Acceptance Letter & Contractual Agreement**

- Students accepted into the program will receive an e-mail containing a formal acceptance letter with a contractual agreement.
- Students are required to review and submit a signed copy of the program's Acceptance Letter and Contractual Agreement.

## Early Assurance Program

The accelerated master's program for athletic training provides an early assurance option for select incoming first-time freshman. The early assurance program is for first-time freshman who have demonstrated academic excellence in high school and the potential to perform well in the accelerated program. This option requires an initial screening process prior to the student's first semester at the university.

### Application Process, Part 1 – Early Assurance Program

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Students who wish to participate in the early assurance program for the accelerated master's program in athletic training must meet specific criteria **prior to their first official semester** at Lindenwood University. Applicants must:

- Complete all university application requirements and be accepted into Lindenwood University.
- Complete high school with a cumulative GPA of at least a 3.5 on a 4.0 scale.
- Declare Exercise Science as their academic major.
- Declare Pre-Athletic Training as their academic minor.
- Complete an interview with faculty from the exercise science and athletic training departments (scheduled by department faculty).

Students who meet the above criteria will receive a letter verifying their placement in the Early Assurance Program. Students will be advised by faculty in the exercise science and athletic training programs and will follow the accelerated master's program academic degree plan for athletic training.

### Application Process, Part 2 – Athletic Training Program

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Students participating in the early assurance program must meet all admission criteria and complete the application process for formal admittance into the athletic training program. This information is provided above in the **Admission Criteria and Application Process** section. This application must be completed and submitted during the fall semester of their 3rd year (priority application deadline is December 1<sup>st</sup>).

**Important Note on Early Assurance Program:** Under the early assurance program, students who successfully complete the first three years in the program, complete the program application process, and meet all graduate program requirements will have priority placement but will not be guaranteed acceptance into the graduate program. Each year, the graduate athletic training program will accept a maximum of 20 students. Initial enrollment into the program will always take place during the summer term. Students who participate in the early assurance program and meet all requirements will receive priority placement over other applicants. However, if the number of applicants from the early assurance program exceeds 20 in any given year, the program will use the established selection criteria to make admission decisions. Students participating in the early assurance program and not admitted into the graduate program will retain their priority placement status and can reapply for the following year.



## Accelerated Master's Program Policies

### Enrolling in Graduate Courses as an Undergraduate Student

With prior approval, undergraduate students following an accelerated master's program pathway will be eligible to register in select graduate courses. These graduate-level courses will be determined by the program and will count toward the completion of the bachelor's degree requirements and the master's degree requirements. The specific number of courses that apply to both degrees varies by program.

The credit hours associated with graduate courses completed by undergraduate students will count toward the undergraduate or graduate degree, but not both. The designation of these credit hours will be determined at the time of enrollment, and this determination will be based on multiple factors. Additional information on undergraduate students earning graduate credit can be found in the section titled **Earning Graduate Credit as an Undergraduate Student**.

### Student Classification and Degree Conferment

Students participating in an accelerated master's program will be classified as an undergraduate student until all undergraduate degree requirements have been met. Under normal circumstances, this should be accomplished by the end of the fourth year. Upon completion of the undergraduate degree requirements, the bachelor's degree will be conferred, and the student shall be considered a graduate student for all university purposes.

### Tuition

Students participating in an accelerated master's program will be subject to undergraduate tuition rates until the undergraduate degree is conferred. Therefore, graduate courses completed as an undergraduate student in an accelerated master's program that provide credit for the undergraduate degree or graduate degree will be subject to undergraduate tuition and financial aid. Upon conferment of the undergraduate degree, the student will be considered a graduate student and will be subject to graduate tuition, graduate financial aid, and all other fees associated with graduate programs. Please see the section on **Program Costs** for additional information regarding tuition, program expenses, and all other fees.

For additional information on financial aid, please see the **Federal Financial Aid** sections in the undergraduate and graduate catalogs or refer to the **Office of Student Financial Services** on the university website (<https://www.lindenwood.edu/admissions/student-financial-services/>).

### Honors Academy

Undergraduate students participating in an accelerated master's program can continue to participate in the Honors Academy. With prior approval of the course instructor and academic advisor, students participating in the Honors Academy can register for 500-level courses for undergraduate Honors credit. The student must earn a final grade of AH or BH to receive Honors credit in these courses.

### General Honors

Students participating in an accelerated master's program will have all graduate courses that count toward undergraduate credit included in their determination for general honors.

### Academic Integrity

Undergraduate students enrolled in graduate level courses as part of an accelerated master's program will continue to be subject to the undergraduate student policies for academic dishonesty. Upon the conferment of an undergraduate degree, the student will be formally recognized as a graduate student and will be subject to the graduate student policies for academic dishonesty. Please see the **Academic Integrity** section of the undergraduate and graduate catalogs for additional details.

For students participating in an accelerated master's program, any report of academic dishonesty as an undergraduate student will remain in the student's record throughout the entire program. Thus, a single report of academic dishonesty by a graduate student with a previous offense at the university as an undergraduate or graduate student will result in expulsion from the university.

## Section 5: Academic Policies and Procedures

### Technical Standards

Technical Standards define the observational, communication, cognitive, affective, and physical capabilities deemed essential to complete this program and to perform as a competent practitioner of athletic training. Students must be capable of performing certain functions, with or without reasonable accommodation as determined by the professional program in conjunction with the Office of Student Academic and Support Services. These standards will be continuously evaluated throughout the professional curriculum to determine ongoing proficiency.

The athletic training program at Lindenwood University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the athletic training program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (CAATE). The following abilities and expectations must be met by all students admitted to the athletic training program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Candidates for selection to the athletic training program must demonstrate they meet the minimum standards for successful completion of the degree requirements. In the event the student is unable to fulfill the technical standards outlined below, with or without reasonable accommodation, the student may not be able to complete the program.

- Cognitive Abilities
  - Students must be able to:
    - Acquire, analyze, and apply principles and concepts necessary to problem-solve and formulate assessments, therapeutic judgements, and action plans related to patient care.
    - Comprehend three-dimensional relationships and understand spatial relationships of structures.
    - Measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion.
  
- Motor Skills
  - Students must be able to:
    - Demonstrate sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques such as palpation, muscle strength

assessment, joint range of motion measurement and other evaluation maneuvers.

- Accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
  - Assume the role of the first responder in a potentially catastrophic injury (e.g., in-line stabilization of cervical spine, rescue breathing, obstructed airway management, cardiopulmonary resuscitation and AED use).
  - Safely, accurately and efficiently lift and manipulate body parts, assist patients in moving and walking.
  - Safely, accurately and efficiently manipulate small objects such as equipment dials, tweezers, safety pins and other tools used for examination or therapeutic intervention.
  - Tolerate physically demanding workloads sustained over the course of a typical work/school day and at times full immersive clinical experiences that may exceed 8 hours a day or 40 hours per week.
- Communication Skills
    - Students must be able to:
      - Understand, speak, and write the English language at a level consistent with competent professional practice.
      - Establish rapport with patients, engage in respectful, non-judgmental interactions with individuals from various lifestyles, cultures, races, socioeconomic classes and abilities
      - Perceive and interpret non-verbal communication to elicit information such as mood and activities.
      - Convey and receive information, in a timely manner, essential for safe and effective care.
      - Participate in group meetings to deliver and receive complex information and to respond effectively to questions from a variety of sources.
      - Record the results of a physical examination and a treatment plan clearly and accurately.
- Behavioral and Social Abilities
    - Students must be able to
      - Maintain composure and continue to function well during periods of high stress.
      - Acknowledge and demonstrate respect for individual values and opinions of patients, preceptors, other healthcare providers, coaches, etc. in order to foster harmonious working relationships
      - Demonstrate appropriate behavior and attitudes to not jeopardize the emotional, physical and behavioral safety of individuals.
      - Demonstrate integrity, honesty and ethical behavior, both in the classroom and during clinical experiences.

Lindenwood University is committed to making reasonable accommodations for individuals with disabilities. Students with documented disability, that require academic accommodations, must consult with Student Academic and Support Services (SASS) to discuss eligibility and reasonable accommodations. Reasonable accommodations are provided on an individual basis and are reflective of the diagnosis, as well as discussion with the student. Any decision regarding reasonable accommodations to meet the technical standards in the athletic training program will also consider the possible implications on clinician/patient/student safety and the overall educational process, including all coursework, clinical experiences, and clinical practicums deemed essential to graduation.

Students are advised to request accommodations at the time of acceptance or prior to the start of the semester, however, accommodations can be requested at any time throughout the academic year. Students need to request accommodations before the beginning of each semester/quarter and whenever a class change occurs. Until the student requests accommodations for the semester, accommodations will not be provided, and accommodations are not retroactive. For additional information regarding disability and accommodations, please refer to the following website (**Information for Students with Accommodation**):

<https://www.lindenwood.edu/academics/support-resources/disability-services/students-with-disabilities-support-information/>

Candidates for selection to the athletic training program are required to verify they understand the technical standards and believe they can meet the technical standards with or without accommodation. Compliance with the program's technical standards **does not** guarantee a student's eligibility for Board of Certification examination.

## University Academic Standards

### Academic Integrity

Lindenwood University students belong to an educational community invested in the exploration and advancement of knowledge. Academic integrity is a critical part of that investment: all students have a fair opportunity to succeed, and, as such, all students owe their classmates, instructors, administrators, and themselves the duty of scholarly and creative work untainted by plagiarism, dishonesty, cheating, or other infringements of academic integrity. In turn, instructors, staff, and administrators will also uphold these policies in order to promote student intellectual development and preserve the integrity of a Lindenwood degree.

As members of this academic community, students are expected to familiarize themselves with the university's policies in the Lindenwood University Student Handbook and to adhere to these policies at all times. Students are also encouraged to consult the resources of the university library and the Writing Center/Academic Success Center for assistance in upholding the university honesty policy.

The penalty for the first reported offense of academic dishonesty will be determined by the instructor and may result in a reduced or failing grade on the work, a failing grade for the

course, or any other appropriate penalty. Upon a first report of academic dishonesty, the student is also required to complete an online Academic Integrity Tutorial. A charge for the tutorial will be applied to the student's ledger account. For undergraduates, a second offense will result in a failing grade for the course, and a third offense will lead to expulsion from the university. Graduate students will be expelled after a second offense is reported.

The Provost Office maintains confidential records of academic dishonesty reports. These reports are accessible only to the provost and assistant provost and are not linked to students' academic or financial records at the university. However, students remain accountable for any acts of dishonesty for as long as they pursue studies at Lindenwood, regardless of progression from undergraduate to graduate programs. Any question regarding the academic honesty policy should be directed to the assistant provost.

### University Dismissal

The university reserves the right to dismiss a student who fails to adhere to university academic and social standards at any time. Students can be dismissed for any of the reasons outlined below:

- The student is unable to meet academic standards for the university or specific academic program.
- The student's continuance at the university is considered a danger to the student's own health or well-being or the health or well-being of others.
- Lindenwood University supports an environment of respect for the dignity and worth of all members of the Lindenwood community. Students may be dismissed for failure to uphold the social standards and regulations of the university. Violations include but are not limited to:
  - Harassment
  - Bullying
  - Bias incidents
  - Sexual Misconduct
  - The use of improper language
  - Failure to respect campus authority
  - Aggressive or inappropriate actions directed toward university employees, external partners of the university or other students
  - Disruptive behavior within the campus or classroom setting
  - Failure to adhere to any other relevant student conduct policy as outlined in the Lindenwood Student Guidebook or the Athletic Training Program Handbook.

Students dismissed from the university in the middle of a term will be withdrawn from the classes in which they are enrolled and will not be allowed to complete classes in which they received an Incomplete (I) grade in previous terms.

If expelled or dismissed from the university, a student is still responsible for all tuition, room, board, and other charges incurred for that term, subject to the withdrawal and refund policies set forth in the University Academic Catalog.

## University Academic Procedures

### Grading System

Lindenwood University operates under the 4.0 grading system. An A carries four quality points; a B carries three quality points; a C carries two quality points; and a D carries one quality point. A grade of F or AF (attendance failure) carries zero quality points and no credit. Only grades earned at Lindenwood are used in computing the GPA. The grade point average is computed by dividing the total number of quality points earned by the total number of semester hours attempted.

- Courses completed for undergraduate credit will award grades of A, B, C, D, F, W, AF, and I (see appropriate definitions below).
- Courses completed for graduate credit will only award grades of A, B, C, F, W, AF, and I.

**A:** represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in thinking

**B:** represents work of high quality, well above average

**C:** represents below average work but completion of course requirements

**D:** typically indicates minimally satisfactory completion of course requirements but is only used for courses that award undergraduate credit. However, the grade of D in any curriculum course within the athletic training program will need to be repeated, as students must earn a C or better in all curriculum courses. No grade of D is awarded for courses that award graduate credit.

**F:** represents coursework so unsatisfactory that no credit is given.

**AF (attendance failure):** provided if a student stops attending a particular class prior to the published deadline to receive a grade of W but does not withdraw from the course. The grade of AF is treated as a grade of F in the calculation of the student's grade point average.

**I (incomplete):** provided at the end of a term only for incomplete coursework due to exceptional circumstances beyond the student's control, such as an extended illness, hospitalization, or death of a close relative requiring absence from class for a significant period. When assigning an incomplete grade, the professor should consider whether the student is capable of successfully completing the course. Incompletes should be offered only toward the end of the term for students who were progressing satisfactorily in the class before the exceptional circumstances arose.

A grade of I (incomplete) must be resolved prior to the end of the subsequent term; otherwise, the incomplete will be converted to an F. Any request to extend the time needed to resolve the grade of incomplete must be submitted to the Office of Academic Services no later than two

weeks before the date the grade is due. Requests will then be sent to the appropriate college dean and the assistant provost to be considered for approval.

**P/F (pass/fail):** some academic activities such as practicum placements, internships, residencies, and thesis projects are graded on the basis of pass/fail. In these cases, the grade of P denotes successful completion of the assigned requirements for the aforementioned academic activity courses.

**W (withdraw):** indicates the student withdrew from a class with no effect to the student's GPA. To withdraw from a course with a grade of W, students must complete, sign, and submit a withdrawal form before the last day to withdraw with a W, with the signature of the academic advisor, and, if the student has attended the course at least once, the signature of the instructor of the course. Students wishing to withdraw from the university altogether must obtain the signatures of the instructors for each course from which they wish to withdraw. The deadline to withdraw is set at the two-thirds mark of the term.

Late withdrawals will be approved only under extreme, documented circumstances. A late withdrawal requested due to a low grade in the class, lack of interest in the subject matter, a different learning style from that of the classroom professor, or a change of major/requirements will not be granted.

If a student believes that extraordinary circumstances require withdrawing from a class after the deadline, the student must complete the following steps:

- Write a letter fully specifying the reasons for the withdrawal.
- Gather supporting documentation (physical report, court documents, hospital documents, etc.).
- Meet with the academic advisor for a signature on a Petition for Late Withdrawal.
- Meet with the dean of the college for a signature on the petition.
- Submit the signed petition, along with the letter and documentation, to the associate provost or registrar.
- If approved for a late withdrawal, the student will receive a W.

A student may repeat any course in which they earn a grade of C or lower. Only the highest grade earned will be used in the calculation of the grade point average. Repeating a course does not remove the previous grade from the transcript. Additional credit hours are not earned when a student repeats a course. A student's eligibility for federal financial aid may be affected if they choose to repeat a course. The university is under no obligation to offer a course aside from its usual schedule to accommodate a student repeating the course.

### Appealing a Grade

Students who wish to appeal a final grade must first contact the course instructor. If the matter cannot be resolved through the instructor, the student may appeal in writing to the appropriate college dean. If resolution is not reached at that time, the student may appeal in writing to the



provost. An Academic Grievance Committee may be convened to review a grade appeal before a recommendation is made to the provost for review.

Information concerning these procedures is available through the Provost's Office. Notice of intent to file a grade appeal must be made in writing to the appropriate college dean or assistant provost within six weeks of receipt of the grade. Changes under this procedure will be made only during the term immediately following the term in which the disputed grade was given.

Lindenwood University shares information from students' formal written complaints with the Higher Learning Commission as part of its normal accrediting process. This information is shared in such a manner as to shield all individual identities of complainants. No letters or documents revealing the identities of individual complainants will be shared without the express written permission of the complainants.

## Transferring Credit

### Undergraduate Credit

A student wishing to transfer undergraduate credit to Lindenwood University from an accredited college or university should request official transcripts be sent directly to Lindenwood University's Office of University Admissions by the school(s) previously attended. Evaluation of undergraduate transfer credit will be made by the registrar. For more information regarding the transfer of undergraduate credit, please refer to the **Admission, Application, and Fees & Financial Assistance** section of the undergraduate catalog.

### Graduate Credit

A student wishing to transfer graduate credit to Lindenwood from an accredited college or university should request official transcripts be sent directly to Lindenwood University's Office of University Admissions by the school(s) previously attended. Students will also need to provide additional documentation supporting the transfer of credit, including but not limited to a course syllabus and course schedule. Evaluation of graduate transfer credit for the accelerated master's program will be made by the director of the athletic training program. For more information regarding graduate credit transfer policies, please refer to the **Transferring Credit** section of the graduate catalog.

## Maintaining Good Academic Standing in the Program

### Program Retention/Progression Policies

Students accepted into the athletic training program are expected to meet certain academic standards, and academic standing is assessed at the end of each term. To remain in good academic standing and graduate from the program, students must meet the established retention criteria described below. Failure to meet requirements for retention could result in academic probation or dismissal from the program.

- Students are required to remain in good standing with all university graduate program policies

- Students are required to adhere to all program policies pertaining to clinical education
- Students are required to maintain a cumulative program GPA of 3.0
- Students are required to earn a grade of a C or better in all curriculum courses
  - Failure to earn a C or better will result in the need to retake the course
- Students are required to earn a passing grade (P) in all clinical practicum courses

### **Academic Probation**

Students will be placed on academic probation within the program for the following reasons:

- (1) Cumulative program GPA below 3.00
- (2) Earning a deficient grade (D or F) in any curriculum course

#### (1) Academic Probation for GPA:

Students placed on academic probation for not meeting the required program GPA will be allowed to continue progressing normally in the curriculum. However, students placed on probation will be required to meet with the program faculty and prepare a learning contract (located in Appendices) for the upcoming term.

As part of the learning contract, students may be required to:

- Participate in course-specific remediation.
- Complete additional learning activities.
- Attend regular one-on-one meetings with an instructor or clinical preceptor.
- Attend additional meetings in the learning lab
- Participate/complete other requirements deemed necessary by the program.

Students placed on probation may also have other restrictions/limitations placed on their clinical participation, and these restrictions/limitations will be noted on the individualized learning contract.

**Lifting Probation:** Academic probation is lifted when the program GPA reaches 3.00.

**Continued Probation:** Students will remain on academic probation until the program GPA reaches 3.00, as long as each term GPA is 3.00 or higher.

**Academic Dismissal:** Students on academic probation will be dismissed from the program if they fail to earn a term GPA of 3.00.

#### (2) Academic Probation for Deficient Grade:

Students placed on academic probation for earning a deficient grade in a curriculum course may experience a delay in their academic progression and anticipated graduation date. The program's curriculum requires students to progress through a specific sequencing of courses, and failure to successfully complete a particular class may prevent a student from enrolling in specific courses in the following semester(s).

The student will be required to retake the course and earn a C or better to complete the program.

Students on academic probation due to a deficient grade in a curriculum course will remain on academic probation throughout the remainder of their enrollment in the program.

Notification of Probation: Any student placed on academic probation will receive a written e-mail notification from the program director outlining the specific aspects to the probation. Students are required to confirm delivery by signing/returning the notification letter or responding to the e-mail notification.

### **Academic Dismissal**

Any student who is academically dismissed from the program will not be permitted to continue progressing in the program.

Students will be academically dismissed from the program for:

- Failing to earn a 3.00 in any term while on academic probation.
- Receiving a deficient grade (D or F) in two curriculum courses throughout their enrollment in the program. This includes receiving two deficient grades in the same course.
- Failing to meet the conditions of their learning contract.

Notification of Dismissal: Any student placed dismissed from the program will receive a written e-mail notification from the program director requesting a formal meeting. The purpose of this meeting will be to discuss the reason for dismissal and inform the student of the necessary steps to withdraw from the program. The meeting will also provide an opportunity to counsel the student on other options and programs at the university that may be of interest.

### **Appealing Program Probation/Dismissal**

Any student has the right to formally appeal all academic disciplinary actions, and all appeal letters should be directed to the program director. The appeal must be received and reviewed prior to the beginning of the term following the student's suspension. If a student's appeal is not received by the date specified, the student will be dropped from all classes, and, if a resident, the student's campus housing will be cancelled.

Appeal letters should include a detailed response supporting the student's objection to the academic probation or dismissal. The program faculty will review the student's letter of appeal, along with the student's academic history and overall academic performance. The student will receive a written response via email with a detailed explanation of the program's final decision.

### **Continuous Enrollment Policy**

Based on the cohort model, students accepted into the accelerated master's program in athletic training are expected to maintain continuous enrollment throughout the program. If a student encounters medical or financial difficulty that may prohibit continuous enrollment, the student may request a "stop out" (see section below). Students who opt to take one or more semesters off from University enrollment must be readmitted to the university by submitting a

new application to the Office of Day Admissions. Students who are readmitted to the university after an absence of one year or more will be subject to the degree requirements outlined under the academic catalog that is current at the time of the student's return to the university. Furthermore, students who choose to stop their academic progression within the graduate athletic training program for longer than two years will need to formally reapply to the program and may be required to retake previously completed courses required by the program.

### Stopping Out

Graduate students who opt to take a leave of absence from the university are said to "stop out." For requirements regarding readmission to the university, please see below.

Any graduate student who has not been enrolled in Lindenwood courses for more than two semesters and who wishes to resume coursework must be readmitted to the university by submitting a new application to the Office of University Admissions. Any graduate student who has not been enrolled in Lindenwood courses for less than two semesters but has attended another institution during their absence must also be readmitted through the Office of University Admissions. Students who were suspended at the time of departure from the university must file an academic appeal. Upon review of the new application, the admissions office will update the student's profile in preparation for the student's return to Lindenwood. Students will return to the university under the new catalog of re-entry. Students will be directed to contact their advisors to enroll in classes once the readmit process has been approved.

### University Grievance Policy

The university has specific grievance procedures related to grade appeals, financial aid and other academic or financial policies specifically outlined in the academic catalog. Please refer to the academic catalog for specific filing procedures.

If a student has a grievance that falls outside of the established policies, students may submit a formal complaint to the student ombudsman at [complaints@lindenwood.edu](mailto:complaints@lindenwood.edu).

More information about the current complaint procedures can be found at [www.lindenwood.edu/about/consumer-information/student-right-to-know/student-complaint-procedure/](http://www.lindenwood.edu/about/consumer-information/student-right-to-know/student-complaint-procedure/).

## Section 7: Academic Resources

### Academic Advising and Registration

#### Accelerated Master's Program (AMP)

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**Advising:** Lindenwood University uses a centralized advising model for all new students. Upon acceptance into the university, students will be provided with an academic advisor. These full-time advisors are dedicated to an academic college and work alongside faculty to register students for their first semester in accordance with their selected academic major. Students interested in the AMP for athletic training will have Exercise Science identified as their academic major and Pre-Athletic Training listed as their minor. Following the student's first year at the university, faculty within the exercise science and athletic training departments will assume the roles as the academic advisors. Each student following the AMP curriculum plan will have one faculty advisor for each program (e.g. exercise science, athletic training).

**Registration:** Students will be responsible for registering for courses after their first semester, and the following steps outline the registration process.

- Students will register for classes in their Student Portal by clicking on the Registration tab.
- Prior to registering for classes, students are required to meet with both assigned academic advisors. Students will not be permitted to register for classes until meeting with both advisors.
- After meeting with both advisors, students will gain electronic access to the registration portal in the Student Portal.
- Students can complete the registration process during the pre-determined registration window.
  - Specific registration dates and times vary by semester and will be advertised in the Student Portal each semester.

#### Post-Baccalaureate Program

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**Advising:** Core faculty within the athletic training program will serve as academic advisors for all graduate students accepted into the athletic training program.

**Registration:** Upon gaining acceptance into the athletic training program, academic advisors will register all graduate students in their first summer term. Students will be responsible for registering for courses in all subsequent terms/semesters, and the following steps outline the registration process.

- Students will register for classes in their Student Portal by clicking on the Registration tab.

- Prior to registering for classes, students are required to meet with their assigned academic advisor. Students will not be permitted to register for classes until meeting with their academic advisor.
- After meeting with their academic advisor, students will gain electronic access to the registration portal in the Student Portal.
- Students can complete the registration process during the pre-determined registration window.
  - Specific registration dates and times vary by semester and will be advertised in the Student Portal each semester.

### Schedule Changes

The professional phase of the program follows a cohort model with a specific sequencing of courses. Students are expected to remain in good academic standing throughout the program and complete all coursework in accordance with the cohort model. Any student who wishes to make a change to their academic schedule should first consult with their academic advisor as it may result in a change to the student's academic degree plan, progression, and anticipated graduation date.

### Student and Academic Support Services

Students who experience problems of any type are encouraged to visit the Office of Student and Academic Support Services (SASS). SASS assists students in the resolution of obstacles that impede academic progress. SASS staff can assist with inter-office facilitation, institutional guidance, academic mentoring, and dispute resolution. The associate vice president for student and academic support services also works as a liaison between students and other university offices and serves as the official university-student ombudsman. SASS is located in the Library and Academic Resources Center, suite 346, and can be contacted at [sass@lindenwood.edu](mailto:sass@lindenwood.edu) or (636) 949-4699.

#### **Accommodations**

Accommodations are provided to qualified students with a variety of disabilities, including, but not limited to the following: attention deficit disorder, learning disabilities, mobility impairment, hearing loss, and visual impairment. Students with physical, sensory, medical, psychological, or other temporary impairments may receive services.

Reasonable accommodations are provided on an individual basis and are determined based on submitted documentation as well as discussion with students. Accommodations will reflect the diagnosis provided on the student's documentation. Some accommodations include assistance with note taking, double time on tests, private testing areas, tutoring, extended time on writing assignments, and preferred seating. Lindenwood also provides accommodations with mobility disabilities.

In order to receive accommodations, students need to follow the appropriate process established by the Student Support and Accessibility Program. The student needs to contact the

Student Support and Accessibility Program Manager, Jeremy Keye, at (636) 949-4510 or by e-mail at [jkeye@lindenwood.edu](mailto:jkeye@lindenwood.edu). Next, the student will be asked to provide appropriate documentation with diagnosis. The coordinator and student will discuss proper accommodations based on documentation. Once accommodations are decided, the coordinator will give the student Campus Accessibility Faculty Notification Forms to give to their professors. The student and professors will then discuss how to arrange the accommodations.

Students need to submit written documentation in order to receive accommodations. Documentation needs to be a current (within five years) assessment by a licensed psychologist or medical doctor. The documentation must include history, diagnostic tests, diagnosis, and recommendations for accommodations at the university level. These assessments are often called, "Psycho-educational Evaluations" and/or "Psychological Evaluations."

Students need to request accommodations before the beginning of each semester/quarter and whenever a class change occurs. Until the student request accommodations for the semester, accommodations will not be given, and they are not retroactive.

### Library and Academic Resources Center

This new state-of-the-art, 100,000-square-foot building offers a wealth of amenities. In addition to a variety of academic support services, the new space offers students community spaces, a multimedia lab, gaming spaces with access to multiple gaming platforms, a theater, group study rooms, classroom spaces, a vastly expanded archives, Help Desk staff, a Starbucks location, quiet study spaces, and tutoring, all supported by Wi-Fi throughout.

In addition to the services mentioned above, over 23 million book titles are available through the library in conjunction with its membership in Missouri's statewide academic library consortium, MOBIUS. MOBIUS gives enrolled students physical and electronic access to public and academic library collections in Missouri, as well as access to the collections of the Colorado Alliance of Research Libraries (CARL). In order to take advantage of these resources, students must obtain a valid Lindenwood student ID.

The library subscribes to more than 90 online databases that are accessible through the library's website. A number of the databases provide full-text access to research materials. In addition to the databases, the library has purchased supplementary electronic tools that easily facilitate navigation of these online resources. A valid student ID is also required to access the library's databases.

Additional services available through the Library and Academic Resources Center include:

- Access to reference librarians in person, via email, by telephone, or chat.
- Computer lab.
- Laptop checkout for the day.
- Hardcopy journal collections.
- An interlibrary loan service for any items not available at the Library and Academic Resources Center or through MOBIUS.

For current hours, students may contact the library at [library@lindenwood.edu](mailto:library@lindenwood.edu), by visiting [www.lindenwood.edu/library](http://www.lindenwood.edu/library), or calling (636) 949-4820.

### Writing Center

The Lindenwood University Writing Center, located in suite 333 of the Library and Academic Resources Center, offers tutorial assistance to students working on written assignments. Students are highly encouraged to make appointments on the Writing Center website. By scheduling an appointment through the Writing Center website, students can meet with tutors who are prepared to help students from all disciplines create and revise assigned work. Common issues tutors address include organization, sentence clarity, development, grammar, and usage.

### Tutoring Services

Peer tutoring from many academic areas is available to help students who need help understanding course material. Peer tutors are student workers available in SASS within the Library and Academic Resources Center. Tutoring for course topics requiring special equipment or models will take place in the appropriate academic buildings outside of SASS. An available tutor list identified by topic and location can be found at <http://www.lindenwood.edu/tutor>. Students may also contact SASS at [sass@lindenwood.edu](mailto:sass@lindenwood.edu) or call (636) 949-4699 with additional tutoring services questions. Students are also encouraged to ask their classroom professors about possible tutoring assistance.

Lindenwood also offers online tutoring from Tutor.com, which is available to any Lindenwood student. Online tutors are available in a variety of subjects to work with students 24 hours a day, depending upon the subject area. Completed drafts of writing assignments may also be submitted to Tutor.com for detailed, personalized feedback. Students may access online tutoring through Canvas.

### Wellness Center

The Wellness Center provides integrated health services guided by the Substance Abuse and Mental Health Administration. <https://www.samhsa.gov/>.

The Wellness Center, Student Counseling and Resource Center, and the Chaplain's Office are housed in Evans Commons on the third floor. In the Wellness Center, BJC Student Health Center serves on-campus students and full-time undergraduate students for a variety of medical conditions, from illnesses and injuries to physical examinations, well woman examinations, STD testing/HIV testing, birth control counseling, minor procedures, anxiety and depression consultations and vaccinations. The clinic has an on-site nurse practitioner to confidentially assist students with their healthcare needs. Walk-ins are welcome, but students with appointments take first priority.

The mission of The Student Counseling and Resource Center at Lindenwood University is dedicated to helping students at Lindenwood University achieve the kinds of academic success,



personal growth, and balance that lead to rich, full, and healthy lives. We approach wellness, mental, physical, and spiritual health through a multidisciplinary approach of social justice, equity, diversity, and inclusion for all students.

The vision of the SCRC is to promote better health outcomes and raise awareness for promoting the 8 dimensions of wellness, the mission of the SCRC, and the mission of Lindenwood University. The SCRC is housed in Evans Commons on the third floor. Practicum and intern students also assist in meeting the demands of the SCRC. The SCRC offers confidential counseling and referrals for resources on and off campus that assist students in meeting SAMHSA's eight dimensions of wellness. The SCRC offers group counseling on various topics. Additionally, the SCRC partners with multiple campus organizations, offices, faculty, and staff for referrals and collaboration of workshops to educate students, faculty, and staff about wellness. Appointments for the SCRC can be made directly at 636-949-4522.

The job of Lindenwood University's Chaplain is to respond to the needs of our community, to those of various faith traditions or no tradition, who are asking the "big questions," and to help them find answers. The Chaplain works with the Wellness Center to assist students in meeting their spiritual needs. Lindenwood University provides an ecumenical environment that welcomes and supports all religious traditions. Students may access our Sacred Space, for daily prayers and meditation, located in Spellmann Center room 4150. Sibley Chapel hosts regular non-denominational Christian religious services. The University Chaplain, Rev. Dr. Nichole Torbitzky, is available to meet with anyone for counsel, spiritual direction, or pastoral care. The Chaplain's Office is located in the Wellness Center. Appointments can be made through (636) 949-4522 or (636) 949-4651.

### Campus Accessibility for Students with Disabilities

The guiding philosophy of Lindenwood University is to make programs and facilities as accessible as possible to students with disabilities. The manager for student support and accessibility acts to ensure the accessibility of programs and assists and supports students with disabilities. Students who need assistance or accommodations for certified disabilities should contact the student support and accessibility manager at (636) 949-4510.

Students are encouraged to serve as their own advocates and to be responsible for obtaining special services offered by the university. If the manager is unable to satisfy a reasonable request, that request may then be directed to the office of the associate vice president for student and academic support services, located in the Library and Academic Resources Center, suite 346.

### On-Campus Printing

Students are entitled to print an allotted number of pages per term at no cost from any on-campus computer. Resident students may print up to 500 pages per term; commuter students may print up to 300 pages per term. Once the total number of allotted pages has been reached, students may opt to purchase additional printing capabilities through the student portal for \$3 per 100 pages.

## Section 8: Clinical Experience Requirements

### Expectations

The athletic training curriculum requires students to complete six courses dedicated to clinical experiences (Clinical Practicum I-VI). These courses are designed to provide students with opportunities to participate in direct patient care, meet the core competencies as defined by the CAATE, and demonstrate evidence of meeting the program’s learning outcomes. Students are expected to meet all clinical experience requirements prior to participating in any clinical experience. Students are also expected to adhere to all university, program, and clinical site policies and procedures at all times while participating in any clinical experience.

The table below highlights key aspects of each curriculum course requiring clinical experiences:

	<b>Clinical Practicum I</b>	<b>Clinical Practicum II</b>	<b>Clinical Practicum III</b>	<b>Clinical Practicum IV</b>	<b>Clinical Practicum V</b>	<b>Clinical Practicum VI</b>
<b>Term Completed</b>	1 <sup>st</sup> Fall Semester	1 <sup>st</sup> Spring Semester	2 <sup>nd</sup> Summer Term	2 <sup>nd</sup> Fall Semester	2 <sup>nd</sup> Spring Semester	2 <sup>nd</sup> Spring Semester
<b>Credit Hours</b>	3	3	2	3	1	3
<b>Number of Weeks</b>	16	16	4	8	8	8
<b>Hour Requirement</b>	150	150	100	150	50	150
<b>*Immersive Experience (Y/N)</b>	N	N	Y	Y	N	Y
<b>**Participation Limitations</b>	30 hours per week; one day off per week	30 hours per week; one day off per week	None	None	10 hours per week; one day off per week	None
<b>Setting</b>	Traditional (e.g. high school, college)	Traditional (e.g. high school, college)	Rehabilitation	Traditional (e.g. high school, college)	Physician office, emergency dept., health clinic, ambulance district	Dependent on student goals
<b>Focus</b>	Injury prevention, emergency management, and event preparation	Lower extremity injuries	Therapeutic interventions	Upper extremity injuries	General medical conditions in diverse populations	All aspects of clinical practice, professional socialization, administration

### **\* Immersive Experience**

An immersive clinical experience is defined as a practice-intensive experience that allows the student to experience the totality of care provided by health care providers. Students will not be formally enrolled in on-ground classes while participating in an immersive experience.

### **\*\*Participation Limitations**

The clinical experience participation limitations ensure the time commitment for completing program requirements does not adversely affect a student’s progression through the program.

If a student in good academic standing desires to participate more than the stated limit for any clinical practicum course, he/she will be required to attain prior written authorization and approval from the CCE. Hour logs will be regularly monitored by the CCE, and students who exceed their weekly hour limit without prior approval will receive an e-mail reminding them of the policy. Additional infractions may result in disciplinary action and a formal written reprimand.

## ATrack

Athletic training students will be provided with a subscription to ATrack during their enrollment in the program. ATrack will be used by both students and program faculty for the following:

### **Clinical Practicum Hour Logs**

- Students will be required to record all clinical hours in ATrack. Students are expected to enter all completed hours within 72 hours. Upon submission, clinical preceptors will be responsible for certifying all clinical hours.

### **Patient Encounters**

- Students will be required to record all high-quality patient encounters in ATrack.

### **Clinical Site Orientation Forms**

- Students are required to complete a clinical site orientation at the beginning of each clinical experience.
- Additional information regarding the clinical site orientation process is available in the next section (Clinical Site Orientation).

### **Modality Calibrations**

- Preceptors are required to upload therapeutic equipment safety checks and calibration records into ATrack on an annual basis.

### **Emergency Action Plans**

- Emergency action plans for all affiliated clinical sites and venues will be available to students via ATrack.
- Preceptors are required to upload venue-specific emergency action plans into ATrack on an annual basis.

### **Preceptor/Site Information**

- Contact information for each clinical preceptor will be available to students via ATrack.
- Site information, such as address, will be available to students via ATrack.
- The CCE will update all preceptor and clinical site information as necessary to remain accurate.

## Clinical Sites

The athletic training program has an extensive list of affiliated clinical sites to support the athletic training program and provide students with a variety of clinical experiences and diverse patient populations. Each clinical site is evaluated on an annual basis to ensure student safety and compliance with the CAATE requirements. Lindenwood University is an NCAA-Division II

university, and the athletics department provides numerous opportunities for students within the athletic training department. The university currently employs 12 full-time athletic trainers who are all trained to be clinical preceptors for athletic training students. The university also provides a Student Health Center on campus, and this facility also provides supplemental clinical experiences to the athletic training students under the supervision of a nurse practitioner. Additional clinical sites include, but are not limited to physician offices, physical therapy clinics, high schools, emergency departments at local hospitals, and chiropractic clinics. The program is constantly reviewing each site to ensure students are actively engaged; meeting program outcomes; and having a positive, productive, and reflective experience. Students also have the option to propose a new clinical site to the CCE. Students can provide the CCE with site-specific information, and pending a full review process, these sites may become eligible for future clinical experiences.

All students should anticipate the need to have suitable transportation for completing their clinical experiences. While students will have some clinical experiences on campus, students will be assigned clinical rotations off campus, and most of these require transportation by a personal vehicle.

### Clinical Site Orientation

Prior to participating in clinical experiences at any affiliated site, students are required to complete and submit the Clinical Site Orientation form. This form can be located, completed, and submitted in ATrack. The following topics will be reviewed during each orientation:

#### Supervision Policies

- Supervision policies, including the concept of direct supervision, will be reviewed.

#### Bloodborne Pathogen Policies

- Location and access to personal protective equipment will be reviewed.
- Location and access to proper sanitation areas will be reviewed.

#### Emergency Action Plans (EAP's)

- Location and access to written EAP's will be reviewed.
- EAP's will be reviewed, including the student's role in the event of an emergency.

#### Safety Features

- Preceptor will review and identify site-specific safety features, including:
  - Ground fault circuit interrupters.
  - Storage location and labeling of any hazardous materials.
  - Location of material data safety sheets (MSDS) for all potentially hazardous materials.

#### Student Goals

- Student will establish and discuss learning goals.

#### Preceptor Expectations

- Preceptor will discuss clinical expectations.

### Participation Schedule

- Student and preceptor will collaborate on the development of a participation schedule to be followed throughout the clinical rotation.

### Dress Code

- Preceptor will discuss any site-specific dress requirements.

Once completed, the student will submit the form to be certified by the clinical preceptor. The clinical preceptor will then certify the completion of the clinical site orientation process. This process serves to provide an adequate orientation for the student, and it also provides an opportunity for the program to collect on-going information regarding clinical site compliance with the CAATE standards.

## Safety Measures and Protocols

Lindenwood University and the athletic training program are dedicated to ensuring the safety of all students. The following sections outline specific safety guidelines pertaining to the administration of the athletic training program, as well as safety protocols that must be followed by all students, faculty, and staff within the program. Failure to abide by all safety protocols may result in disciplinary action.

### Facility Maintenance

Students are responsible for assisting in the maintenance of facilities in all program settings. This includes the classrooms, labs, and all clinical sites. Students are expected to keep traffic areas clear of personal belongings and maintain a clean workspace. It is extremely important the athletic training facilities are maintained to provide a professional atmosphere, avoid physical accidents that may result in personal harm, and decrease the risk of disease transmission.

### Universal Precautions

All faculty, staff, and students are expected to follow universal precautions and established work practices to decrease the risk of injury and disease transmission. Information on universal precautions and work practices can be located in the Bloodborne Pathogens Compliance Program policy.

### Bloodborne Pathogen Compliance Program

Athletic training is an allied health care profession, and students enrolled in the athletic training program will have the inherent risk of exposure to bloodborne pathogens and other potentially infectious material. To reduce the risk of exposure and disease transmission, the athletic training program follows all guidelines, policies, and procedures outlined in the university's Bloodborne Pathogen Compliance Program policy. Students can access a complete copy of the Bloodborne Pathogen Compliance Program policy on the program website under **Student Forms and Resources**.

The athletic training program requires all students to complete initial and annual training on bloodborne pathogens and other potentially infectious material (OPIM) prior to participating in any athletic training clinical experiences. All trainings will be provided by the athletic training program via Canvas.

#### Communicable Disease Policy

The athletic training program requires all students to follow the communicable disease policy. This policy is designed to prevent the spread of disease within the clinical setting and allow the necessary time for the student to fully recover from a recent illness.

Athletic training student presenting with common signs of a communicable disease should follow the below protocol and consider themselves excused from their clinical rotation. Common signs and symptoms of a communicable disease may include, but are not limited to, fever, cough, sore throat, vomiting, and diarrhea.

- Athletic training students presenting with signs or symptoms related to a communicable disease must avoid attending their clinical site and participating in formal clinical experiences.
- The athletic training student must notify their assigned preceptor regarding their current health status.
- Athletic training students requiring two or more consecutive absences from their clinical rotation must be evaluated by a health care professional in Student Health Services or seek outside medical attention from their own personal health care provider.
  - Following the examination, the student must request documentation identifying when the student can return to the clinical setting and safely participate with patients and others in the clinical setting.
  - Documentation should be provided to the preceptor prior to resuming their clinical rotation.
- Athletic training students required to miss more than one week of clinical experience should contact the program director and/or coordinator of clinical education.

#### Student Behavior

Students are expected to act professionally in all program settings. This includes the classrooms, labs, and all clinical sites. Any student behavior deemed unsafe will not be tolerated. Students who demonstrate unsafe or disruptive behaviors may be asked to leave the classroom, lab, or clinical site and may be subject to disciplinary action from the university and/or program.

#### Inspection of Therapeutic Equipment

All therapeutic equipment undergoes an annual safety inspection and calibration check (if applicable) on an annual basis. More frequent safety and calibration checks may be required and performed pending the manufacturer's recommendations and specific federal, state, and local ordinances. If any student believes a piece of equipment is not functioning properly, the student should report the issue to the instructor (if located in the classroom) or clinical

preceptor (if located at a clinical site). Any unit not functioning properly shall be removed from student and clinical use until properly inspected and repaired.

#### Utilization of Therapeutic Equipment

All therapeutic equipment will be applied in a safe manner. No athletic training student will be allowed to operate any therapeutic equipment until completion of the proficiencies specific to the therapeutic equipment being used. The athletic training student may only operate the equipment under the direct supervision of a clinical preceptor.

#### Reporting an Incident

Any student-involved incident/accident resulting in personal illness or injury shall be reported to the course instructor (if applicable) and clinical site supervisor.

- Incidents occurring on campus shall also be reported to the CCE and the Office of Public Safety and Security. The Office of Public Safety and Security will conduct an investigation for all incidents occurring on campus.
- Incidents occurring off campus at a clinical site shall be reported to the site supervisor and coordinator of clinical education (CCE). The CCE will contact the site supervisor and conduct an initial investigation of the event. The CCE will also complete an Internship/Practicum Injury Report Form through the Center for Experiential Learning.

### Vaccination Records & Other Related Requirements

#### Vaccination Records

Students admitted to the athletic training program are required to provide proof of the following vaccinations/screenings during the application process:

- Measles, mumps, rubella (MMR)
- Tetanus, diphtheria, and pertussis (Tdap)
- Hepatitis B - *additional details provided below*
- Tuberculosis screening - *additional details provided below*

Students failing to provide documentation of all required vaccinations (MMR, Tdap, and Hep B) may still be admitted into the athletic training program, however, clinical experiences will not occur until documentation is provided.

#### Additional Vaccinations

Vaccination for meningococcal infections and annual vaccinations for influenza are highly recommended, but not required. Additional vaccinations (e.g. influenza, COVID-19) may be required for individual clinical sites. All expenses associated with obtaining vaccinations will be the responsibility of the student.

#### Hepatitis B Vaccination

Prior to acceptance in the program, students are required to: (1) provide proof of the Hepatitis B vaccination series; (2) attain the hepatitis B vaccination series; or (3) reject the hepatitis B vaccination series.

Students will submit a signed copy of the Hepatitis B Form identifying their decision and provide proof of vaccination, if applicable. Students who have not previously received the Hepatitis B vaccination series and choose to get vaccinated will be responsible for all associated expenses and transportation. Students may also elect to not receive a hepatitis B vaccination and select the declination option on the Hepatitis B Form.

### Tuberculosis Screening

Students are required to have a tuberculosis screening within six months of their start date in the program. Tuberculosis screenings will be required on an annual basis.

### Vaccination Exemptions

Students with approved vaccination exemptions may be admitted into the program, however, clinical placement opportunities may be impacted, and this can result in the student's inability to complete a clinical course and meet the requirements of the program.

### Dress Requirements

Students admitted to the athletic training program are expected to hold themselves to high professional standards. The professional appearance requirements (provided below) are considered the minimum standard, and some clinical sites may have stricter guidelines. If students fail to follow the professional appearance guidelines, they will be sent home from their clinical rotation to change into appropriate attire and are expected to return to their clinical site within an appropriate amount of time. Failure to adhere to the professional appearance guidelines will also result in a clinical disciplinary reprimand.

- Students should always practice healthy hygiene and remain well-groomed.
- Students should wear athletic training program issued attire (Polo's or T-shirts) or other professional.
  - Program-issued polo shirts should be worn for clinical hours that involve game or event coverage (unless alternative apparel has been recommended by the clinical preceptor).
- Students should wear gray, khaki, blue, or black colored pants and/or slacks.
  - Shorts are only to be worn for outdoor clinical hours and must be of appropriate length.
- Hats are only allowed while completing clinical hours in an outdoor environment. Hats should represent the university or clinical site (i.e. high school).
- Students should not wear yoga pants, sweatpants, or jeans under any circumstances.
- Students should wear *functional* closed-toed athletic shoes or dress shoes.
  - No sandals, slippers, etc.
- Students are still expected to abide by the professional appearance policy for inclement weather.
  - Attire for extreme cold, heat, or precipitation should be cleared by the student's preceptor prior to attending clinical hours.



## Identification Badges

Students admitted to the athletic training program are provided with a photo identification badge that must be worn and clearly visible at all clinical sites. If a student fails to wear the provided identification badge while engaged in clinical experiences, the student will be sent to retrieve their badge and are expected to return to their clinical site within an appropriate amount of time. Failure to wear the provided identification badge will also result in a clinical disciplinary reprimand.

## Emergency Cardiac Care Certification

Students admitted to the athletic training program will earn their Basic Life Support (BLS) certification through the American Heart Association (AHA) during their first summer term. The AHA's BLS course trains students to promptly recognize several life-threatening emergencies, give high-quality chest compressions, deliver appropriate ventilations, and provide early use of an automated external defibrillator (AED). The certification is valid for two years, and students are required to maintain their certification while enrolled in the program. Students who do not complete the program in two years will be required to complete a recertification course.

## Criminal Background Check

Criminal background checks are required for placement in most of the program's affiliated clinical sites. For this reason, students admitted to the athletic training program are required to complete a criminal background through the Missouri State Highway Patrol (MSHP).

The program's affiliated sites do not provide a distinct list of offenses that would formally disqualify a student from clinical participation, however, the following offenses would likely prevent a student from successfully completing all program requirements:

- Violent offenses against another individual (e.g. murder, manslaughter, assault, harassment, kidnapping, child abduction, elder abuse, invasion of privacy)
- Sexual offenses (e.g. rape, child molestation, sexual misconduct)
- Robbery, arson, burglary, and other related offenses

The results of the student's criminal background check may only be viewed by the program director and coordinator of clinical education. No information will be shared with clinical site administrators, clinical preceptors, or any other parties. In the event a criminal background check reveals past criminal offenses, the coordinator of clinical education will determine if these past offenses are prohibited by the student's assigned clinical site. If the past criminal offense prevents student placement in a certain site, alternative sites may be available for placement. However, restrictions on clinical site placement may prevent a student from meeting all curricular requirement and completing the degree program.

## Transportation

All students should anticipate the need to have suitable transportation for completing their clinical experiences. While students will have some clinical experiences on campus, students

will be assigned clinical rotations off campus, and most of these require transportation by a personal vehicle.

Students are responsible for providing their own transportation to and from all clinical experience sites. Student are fully responsible for all expenses related to transportation. Additionally, students who choose to complete an immersive clinical experience at a distant location are responsible for all expenses related to travel, housing, food, and other specific needs of the clinical experience.

### Employment

The athletic training program recognizes and understands the importance of each student's financial stability. The program also recognizes the need for students to dedicate themselves to the academic and clinical components during their enrollment. Athletic training students are expected to attend class, complete course assignments on time, and fulfill all requirements related to clinical education. Any student interested in maintaining part-time employment must recognize this employment as secondary to the responsibilities within the program. Additionally, students enrolled in a clinical practicum course may have participation requirements that include afternoons, evenings, weekends, and holidays. Schedules are also subject to change for circumstances such as inclement weather.

At times in the program, students may be approached with opportunities for employment based on their experiences in the athletic training program. Students should consult with the program director prior to accepting in any health care related employment position, as it may constitute a violation of the professional practice standards.

### Confidentiality Agreement

Students are expected to participate in all facets of the athletic training profession during their clinical experiences. This level of participation will likely expose the student to confidential patient information, and students must comply with all confidentiality requirements provided under, but not limited to HIPAA, FERPA, the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973. Students have legal and ethical responsibility to safeguard the privacy of all patient information and protect confidential patient information indefinitely.

Prior to acceptance in the program, students are required to read and sign the Confidentiality Agreement. Students will also complete annual training on HIPAA, FERPA, and other policies regarding protected personal information.

### Professional Relationships

Students admitted to the athletic training program are expected to maintain professional relationships with individuals of varying stature or background, including administration, physicians, faculty, preceptors, student-athletes, coaches, and other students. If it is determined that a student is unable to maintain a professional relationship with any of the

previously mentioned athletic training program stakeholders, the student may face academic or clinical disciplinary action. In addition, students may be placed in a new clinical assignment by the coordinator of clinical education if it is deemed that the professional relationships policy is not being met.

### Disciplinary Notifications

As aspiring athletic training professionals, it is imperative for athletic training students to maintain high standards of conduct at all times during their clinical experiences. Failure to maintain appropriate professional behavior and/or exercise sound judgment at any time in the program may result in disciplinary action. If deemed necessary, students can be provided with a written disciplinary notification.

Disciplinary notifications can be prepared by any professional involved in the delivery of the athletic training curriculum, including clinical preceptors, faculty members, or staff members. All disciplinary notifications will be kept on record within the program by the program director. Any individual preparing a disciplinary notification should first consult with the program director to determine if past notifications been provided to the student.

For each disciplinary notification received, the following actions will take place:

#### **First Offense:**

A disciplinary notification will be provided to the student outlining the specific events supporting disciplinary action. Recommendations for improvement will be provided to the student. Students will be informed that continued incidents may result in further disciplinary action and possible dismissal from the athletic training program. Students will be required to sign the disciplinary notification, and the student supervisor will provide a signed copy to the program director.

#### **Second Offense:**

A disciplinary notification will be provided to the student outlining the specific events supporting disciplinary action. Recommendations for improvement will be provided to the student, and the supervisor will provide a signed copy of the disciplinary notification to the program director.

Upon receiving a second disciplinary notification, the athletic training student will be required to meet with the program director to discuss the student's conduct, review the program's expectations, and discuss possible interventions necessary to avoid additional incidents.

#### **Third Offense:**

The student will be dismissed from the athletic training program.

### **Appealing a Disciplinary Notification**

Any student has the right to formally appeal all disciplinary actions, and all appeal letters should be directed to the program director. Appeal letters should include a detailed response supporting the student's objection to the disciplinary notification. The program director will review the student's letter of appeal, meet with all involved parties, and provide the student with a written response containing the program's final decision. Students not satisfied with the result of the appeal process can submit a formal complaint through the university grievance policy. For more information, please refer to the section titled **University Grievance Policy**.

### **Additional Note:**

The university and the athletic training program reserve the right to dismiss a student who fails to adhere to university social standards at any time. Please see the section on **University Dismissal** for additional information.

### Performance Evaluations

Preceptors will complete student performance evaluations at designated times during each Clinical Practicum course. All performance evaluations will be completed via Qualtrics, and preceptors will receive an automated e-mail inviting them to complete each evaluation. Prior to submitting the evaluation via Qualtrics, preceptors are instructed to review the evaluation with the student, discuss strengths and areas of improvement, and develop future learning goals.

### Clinical Site/Preceptor Evaluations

Students will complete an evaluation of the clinical site and clinical preceptor at the conclusion of each clinical rotation. All evaluations will be completed via Qualtrics, and students will receive an automated e-mail inviting them to complete each evaluation. These evaluations will be reviewed by the CCE and contribute to the program's overall assessment plan. The CCE will utilize this information to make informed decisions regarding future clinical site usage and preceptor training. Based on the outcome of the evaluation, the CCE may also schedule additional visits to the site for evaluation purposes and schedule meetings with the preceptor to discuss and review performance.

## Section 9: Appendices

### Accelerated Master's Program – Sample Degree Plan

#### Pre-Professional Phase

<b>Year 1 – Lindenwood University</b>	
<b>Fall Semester</b>	<b>Credits</b>
BSC 10000 – Concepts in Biology	4
HFS 21500 – Introduction to Health and Fitness Sciences	3
MTH 15100 – College Algebra	3
ENGL 15000 – Composition I	3
HFS 18500 – Medical Terminology	2
UNIV – Freshman Orientation	1
<b>Total Credits</b>	<b>16</b>
<b>Spring Semester</b>	
CHM 10000 – Concepts in Chemistry	4
BSC 22700 – Anatomy and Physiology I	4
ENGL 17000 – Composition II	3
MTH 14100 – Basic Statistics	3
GE – Human Cultures (Non-Lit, Non-Fine Arts Elective)	3
<b>Total Credits</b>	<b>17</b>
<b>Year 2 – Lindenwood University</b>	
<b>Fall Semester</b>	<b>Credits</b>
BSC 22800 – Anatomy and Physiology II	4
EXS 36000 – Exercise Principles for Optimal Performance	4
EXS 24000 – Nutrition Throughout the Lifecycle	3
EXS 27500 – Research Methods	3
GE – Human Cultures (elective)	3
<b>Total Credits</b>	<b>17</b>
<b>Spring Semester</b>	
EXS 31500 – Exercise Physiology	3
EXS 31600 – Exercise Physiology Lab	1
PSY 10000 – Psychology	3
HFS 31000 – Kinesiology	3
MTH 15200 – Pre-Calculus	3
GE – Human Cultures (Fine Arts)	3
<b>Total Credits</b>	<b>16</b>
<b>Year 3 – Lindenwood University</b>	
<b>Fall Semester</b>	<b>Credits</b>
EXS 32500 – Biomechanics	3
EXS 31700 – Advanced Exercise Physiology	3
EXS 34000 – Nutrition for Performance	3
EXS 38700 – Exercise Testing	3
EXS 38800 – Exercise Testing Lab	1
GE – American Government/US History	3
<b>Total Credits</b>	<b>16</b>
<b>Spring Semester</b>	
EXS 41000 – Exercise Prescription and Implementation	3
EXS 43000 – Physical Activity for Special Populations	3
HFS 33000 – Recreation, Sport, and Fitness Administration	3
PHY 25100 – Introductory Physics	4
GE – Human Culture (Lit)	3
<b>Total Credits</b>	<b>16</b>

## Professional Phase

The professional phase of the athletic training program in the AMP is delivered in Year 4 and Year 5. The athletic training program is based on a cohort model and follows a degree plan with a specific sequence of courses. All courses with the AT prefix are only offered one time each year, and prerequisite courses are required for enrollment in any most courses.

Students who remain in good academic standing within the program will proceed through the program as described below.

<b>Year 4 – Lindenwood University</b>	
<b>Summer Semester</b>	<b>Credits</b>
AT 52000 – Emergency Management	6
AT 52500 – Fundamental Skills in Athletic Training	1
<b>Total Credits</b>	<b>7</b>
<b>Fall Semester</b>	<b>Credits</b>
AT 50100 – Clinical Practicum I (equivalent to HFS 45000 – Internship)	3
HS 54000 – Research Methods	3
AT 54100 – Orthopedic Evaluation and Management I	4
AT 55100 – Therapeutic Interventions I	4
<b>Total Credits</b>	<b>14</b>
<b>Spring Semester</b>	
AT 50200 – Clinical Practicum II (equivalent to HFS 45000 – Internship)	3
HS 54200 – Statistical Analysis	3
AT 54200 – Orthopedic Evaluation and Management II	4
AT 55200 – Therapeutic Interventions II	4
AT 51100 – Clinical Decision-Making I	1
<b>Total Credits</b>	<b>15</b>

<b>Year 5 – Lindenwood University</b>	
<b>Summer</b>	<b>Credits</b>
HS 57700 - Physiology of Exercise III: Nutrition and Body Composition Considerations	3
AT 55300 – Therapeutic Interventions III	4
AT 51200 – Clinical Decision-Making II	1
AT 50300 – Clinical Practicum III	2
<b>Total Credits</b>	<b>10</b>
<b>Fall Semester (1<sup>st</sup> 8 weeks)</b>	<b>Credits</b>
AT 54400 – Evaluation and Management of General Medical Conditions	5
HS 53700 – Community Health	3
AT 51300 – Clinical Decision-Making III	1
<b>Fall Semester (2<sup>nd</sup> 8 weeks)</b>	-
AT 50300 – Clinical Practicum IV (fully immersive experience) Comprehensive Examination	3 0
<b>Total Credits</b>	<b>12</b>
<b>Spring Semester (1<sup>st</sup> 8 weeks)</b>	<b>Credits</b>
AT 65000 – Capstone (all 16 weeks)	1
AT 61000 – Leadership and Management in Athletic Training	3
AT 63000 – Seminar in Athletic Training	1
AT 51400 – Clinical Decision-Making IV	3
AT 50500 – Clinical Practicum V	1
<b>Spring Semester (2<sup>nd</sup> 8 weeks)</b>	-
AT 50600 – Clinical Practicum VI (fully immersive experience)	3
<b>Total Credits</b>	<b>12</b>

## Post-Baccalaureate Program – Sample Degree Plan

The athletic training program is based on a cohort model and follows a degree plan with a specific sequence of courses. All courses with the AT prefix are only offered one time each year, and prerequisite courses are required for enrollment in any most courses.

Students who remain in good academic standing within the program will proceed through the program as described below.

<b>Year 1 – Lindenwood University</b>	
<b>Summer Semester</b>	<b>Credits</b>
AT 52000 – Emergency Management	6
AT 52500 – Fundamental Skills in Athletic Training	1
<b>Total Credits</b>	<b>7</b>
<b>Fall Semester</b>	<b>Credits</b>
AT 50100 – Clinical Practicum I (equivalent to HFS 45000 – Internship)	3
HS 54000 – Research Methods	3
AT 54100 – Orthopedic Evaluation and Management I	4
AT 55100 – Therapeutic Intervention I	4
<b>Total Credits</b>	<b>14</b>
<b>Spring Semester</b>	
AT 50200 – Clinical Practicum II (equivalent to HFS 45000 – Internship)	3
HS 54200 – Statistical Analysis	3
AT 54200 – Orthopedic Evaluation and Management II	4
AT 55200 – Therapeutic Intervention II	4
AT 51100 – Clinical Decision-Making I	1
<b>Total Credits</b>	<b>15</b>

<b>Year 2 – Lindenwood University</b>	
<b>Summer</b>	<b>Credits</b>
HS 57700 - Physiology of Exercise III: Nutrition and Body Composition Considerations	3
AT 55300 – Therapeutic Intervention III	4
AT 51200 – Clinical Decision-Making II	1
AT 50300 – Clinical Practicum III	2
<b>Total Credits</b>	<b>10</b>
<b>Fall Semester (1<sup>st</sup> 8 weeks)</b>	<b>Credits</b>
AT 54400 – Evaluation and Management of General Medical Conditions	5
HS 53700 – Community Health	3
AT 51300 – Clinical Decision-Making III	1
<b>Fall Semester (2<sup>nd</sup> 8 weeks)</b>	-
AT 50300 – Clinical Practicum IV (fully immersive experience)	3
Comprehensive Examination	0
<b>Total Credits</b>	<b>12</b>
<b>Spring Semester (1<sup>st</sup> 8 weeks)</b>	<b>Credits</b>
AT 65000 – Capstone (all 16 weeks)	1
AT 61000 – Leadership and Management in Athletic Training	3
AT 63000 – Seminar in Athletic Training	1
AT 51400 – Clinical Decision-Making IV	3
AT 50500 – Clinical Practicum V	1
<b>Spring Semester (2<sup>nd</sup> 8 weeks)</b>	-
AT 50600 – Clinical Practicum VI (fully immersive experience)	3
<b>Total Credits</b>	<b>12</b>

## Technical Standards for Admission Form

Technical Standards define the observational, communication, cognitive, affective, and physical capabilities deemed essential to complete this program and to perform as a competent practitioner of athletic training. Students must be capable of performing certain functions, with or without reasonable accommodation as determined by the professional program in conjunction with the Office of Student Academic and Support Services. These standards will be continuously evaluated throughout the professional curriculum to determine ongoing proficiency.

The athletic training program at Lindenwood University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the athletic training program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (CAATE). The following abilities and expectations must be met by all students admitted to the athletic training program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Candidates for selection to the athletic training program must demonstrate they meet the minimum standards for successful completion of the degree requirements. In the event the student is unable to fulfill the technical standards outlined below, with or without reasonable accommodation, the student may not be able to complete the program.

- Cognitive Abilities
  1. Students must be able to:
    - a. Acquire, analyze, and apply principles and concepts necessary to problem-solve and formulate assessments, therapeutic judgements, and action plans related to patient care.
    - b. Comprehend three-dimensional relationships and understand spatial relationships structures.
    - c. Measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion.
- Motor Skills
  - Students must be able to:
    - Demonstrate sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques such as palpation, muscle strength assessment, joint range of motion measurement and other evaluation maneuvers.
    - Accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.



- Assume the role of the first responder in a potentially catastrophic injury (e.g., in-line stabilization of cervical spine, rescue breathing, obstructed airway management, cardiopulmonary resuscitation and AED use).
  - Safely, accurately and efficiently lift and manipulate body parts, assist patients in moving and walking.
  - Safely, accurately and efficiently manipulate small objects such as equipment dials, tweezers, safety pins and other tools used for examination or therapeutic intervention.
  - Tolerate physically demanding workloads sustained over the course of a typical work/school day and at times full immersive clinical experiences that may exceed 8 hours a day or 40 hours per week.
- Communication Skills
    - Students must be able to:
      - Understand, speak, and write the English language at a level consistent with competent professional practice.
      - Establish rapport with patients, engage in respectful, non-judgmental interactions with individuals from various lifestyles, cultures, races, socioeconomic classes and abilities.
      - Perceive and interpret non-verbal communication to elicit information such as mood and activities.
      - Convey and receive information, in a timely manner, essential for safe and effective care.
      - Participate in group meetings to deliver and receive complex information and to respond effectively to questions from a variety of sources.
      - Record the results of a physical examination and a treatment plan clearly and accurately.
- Behavioral and Social Abilities
    - Students must be able to:
      - Maintain composure and continue to function well during periods of high stress.
      - Acknowledge and demonstrate respect for individual values and opinions of patients, preceptors, other healthcare providers, coaches, etc. in order to foster harmonious working relationships.
      - Demonstrate appropriate behavior and attitudes to not jeopardize the emotional, physical and behavioral safety of individuals.
      - Demonstrate integrity, honesty and ethical behavior, both in the classroom and during clinical experiences.

Lindenwood University is committed to making reasonable accommodations for individuals with disabilities. Students with documented disability, that require academic accommodations, must consult with Student Academic and Support Services (SASS) to discuss eligibility and reasonable accommodations. Reasonable accommodations are provided on an individual basis and are reflective of the diagnosis, as well as discussion with the student. Any decision regarding reasonable accommodations to meet the technical standards in the athletic training program will also consider the possible implications on clinician/patient/student safety and the overall educational process, including all coursework, clinical experiences, and clinical practicums deemed essential to graduation.

Students are advised to request accommodations at the time of acceptance or prior to the start of the semester, however, accommodations can be requested at any time throughout the academic year. Students need to request accommodations before the beginning of each semester/quarter and whenever a class change occurs. Until the student requests accommodations for the semester, accommodations will not be provided, and accommodations are not retroactive. For additional information regarding disability and accommodations, please refer to the following website (Information for Students with Accommodation):

<https://www.lindenwood.edu/academics/support-resources/disability-services/students-with-disabilities-support-information/>

Candidates for selection to the athletic training program are required to verify they understand the technical standards and believe they can meet the technical standards with or without accommodation. Compliance with the program's technical standards **does not** guarantee a student's eligibility for Board of Certification examination.

**Applicants: Please read the two statements below and select the most appropriate statement.**

Option 1: I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation.

Option 2: I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Office of Student Academic and Support Services to determine reasonable accommodations.

Applicant Name:

Applicant Signature:

Date:

# Hepatitis B Information Sheet

## VACCINE INFORMATION STATEMENT

# Hepatitis B Vaccine:

## What You Need to Know

Many Vaccine Information Statements are available in Spanish and other languages. See [www.immunize.org/vis](http://www.immunize.org/vis)

Hojas de Información sobre vacunas están disponibles en español y en muchos otros idiomas. Visite [www.immunize.org/vis](http://www.immunize.org/vis)

### 1 Why get vaccinated?

**Hepatitis B vaccine** can prevent **hepatitis B**. Hepatitis B is a liver disease that can cause mild illness lasting a few weeks, or it can lead to a serious, lifelong illness.

- **Acute hepatitis B infection** is a short-term illness that can lead to fever, fatigue, loss of appetite, nausea, vomiting, jaundice (yellow skin or eyes, dark urine, clay-colored bowel movements), and pain in the muscles, joints, and stomach.
- **Chronic hepatitis B infection** is a long-term illness that occurs when the hepatitis B virus remains in a person's body. Most people who go on to develop chronic hepatitis B do not have symptoms, but it is still very serious and can lead to liver damage (cirrhosis), liver cancer, and death. Chronically-infected people can spread hepatitis B virus to others, even if they do not feel or look sick themselves.

Hepatitis B is spread when blood, semen, or other body fluid infected with the hepatitis B virus enters the body of a person who is not infected. People can become infected through:

- Birth (if a mother has hepatitis B, her baby can become infected)
- Sharing items such as razors or toothbrushes with an infected person
- Contact with the blood or open sores of an infected person
- Sex with an infected partner
- Sharing needles, syringes, or other drug-injection equipment
- Exposure to blood from needlesticks or other sharp instruments

Most people who are vaccinated with hepatitis B vaccine are immune for life.

### 2 Hepatitis B vaccine

Hepatitis B vaccine is usually given as 2, 3, or 4 shots.

**Infants** should get their first dose of hepatitis B vaccine at birth and will usually complete the series at 6 months of age (sometimes it will take longer than 6 months to complete the series).

**Children and adolescents** younger than 19 years of age who have not yet gotten the vaccine should also be vaccinated.

Hepatitis B vaccine is also recommended for certain **unvaccinated adults**:

- People whose sex partners have hepatitis B
- Sexually active persons who are not in a long-term monogamous relationship
- Persons seeking evaluation or treatment for a sexually transmitted disease
- Men who have sexual contact with other men
- People who share needles, syringes, or other drug-injection equipment
- People who have household contact with someone infected with the hepatitis B virus
- Health care and public safety workers at risk for exposure to blood or body fluids
- Residents and staff of facilities for developmentally disabled persons
- Persons in correctional facilities
- Victims of sexual assault or abuse
- Travelers to regions with increased rates of hepatitis B
- People with chronic liver disease, kidney disease, HIV infection, infection with hepatitis C, or diabetes
- Anyone who wants to be protected from hepatitis B

Hepatitis B vaccine may be given at the same time as other vaccines.



U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention

### 3 Talk with your health care provider

Tell your vaccine provider if the person getting the vaccine:

- Has had an **allergic reaction after a previous dose of hepatitis B vaccine**, or has any **severe, life-threatening allergies**.

In some cases, your health care provider may decide to postpone hepatitis B vaccination to a future visit.

People with minor illnesses, such as a cold, may be vaccinated. People who are moderately or severely ill should usually wait until they recover before getting hepatitis B vaccine.

Your health care provider can give you more information.

### 4 Risks of a vaccine reaction

- Soreness where the shot is given or fever can happen after hepatitis B vaccine.

People sometimes faint after medical procedures, including vaccination. Tell your provider if you feel dizzy or have vision changes or ringing in the ears.

As with any medicine, there is a very remote chance of a vaccine causing a severe allergic reaction, other serious injury, or death.

### 5 What if there is a serious problem?

An allergic reaction could occur after the vaccinated person leaves the clinic. If you see signs of a severe allergic reaction (hives, swelling of the face and throat, difficulty breathing, a fast heartbeat, dizziness, or weakness), call **9-1-1** and get the person to the nearest hospital.

For other signs that concern you, call your health care provider.

Adverse reactions should be reported to the Vaccine Adverse Event Reporting System (VAERS). Your health care provider will usually file this report, or you can do it yourself. Visit the VAERS website at [www.vaers.hhs.gov](http://www.vaers.hhs.gov) or call **1-800-822-7967**. *VAERS is only for reporting reactions, and VAERS staff do not give medical advice.*

### 6 The National Vaccine Injury Compensation Program

The National Vaccine Injury Compensation Program (VICP) is a federal program that was created to compensate people who may have been injured by certain vaccines. Visit the VICP website at [www.hrsa.gov/vaccinecompensation](http://www.hrsa.gov/vaccinecompensation) or call **1-800-338-2382** to learn about the program and about filing a claim. There is a time limit to file a claim for compensation.

### 7 How can I learn more?

- Ask your healthcare provider.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
  - Call **1-800-232-4636 (1-800-CDC-INFO)** or
  - Visit CDC's [www.cdc.gov/vaccines](http://www.cdc.gov/vaccines)

Vaccine Information Statement (Interim)  
**Hepatitis B Vaccine**



Office use only

8/15/2019 | 42 U.S.C. § 300aa-26

## Hepatitis B Vaccination Form

I understand that due to my occupation's exposure to blood or other potentially infectious materials (OPIM), I may be at risk of acquiring the hepatitis B virus (HBV) and developing an infection and potentially serious disease. The Program Handbook contains information from the Centers for Disease Control and Prevention on the hepatitis B virus and the hepatitis B virus vaccine. I have reviewed this information, and I have had the opportunity to discuss any related questions with a health care provider.

I understand the clinical aspects of an HBV infection, including the most common routes of transmission, symptoms of infection, and long-term prognosis. I also understand the benefits of the vaccination, as well as its most frequent risks.

I understand there is no guarantee that vaccination will be effective or that my vaccination will be free of side effects. I understand that receiving the hepatitis B vaccination series is entirely voluntary, and it is my responsibility to locate a clinic/physician capable of administering the vaccination, and it will be my financial obligation in funding the vaccination series.

### **In reference to the Hepatitis B virus vaccination series, I choose to:**

- Provide evidence of previous HBV vaccination. Documentation of each dose must be included with this form.
- Attain the HBV series and provide proof of each dose received. Documentation will be provided after receiving each dose in the series.
- Reject the HBV vaccination.

Applicant Name:

Applicant Signature:

Date:

## Communicable Disease Policy Form

In addition to providing immunization records and documentation from a recent physical examination, the athletic training program requires all students to follow the communicable disease policy. This policy is designed to prevent the spread of disease within the clinical setting and allow the necessary time for the student to fully recover from a recent illness.

Athletic training student presenting with common signs of a communicable disease should follow the below protocol and consider themselves excused from their clinical rotation. Common signs and symptoms of a communicable disease may include, but are not limited to, fever, cough, sore throat, vomiting, and diarrhea.

I have read and fully understand the communicable disease policy.

1. Athletic training students presenting with signs or symptoms related to a communicable disease must avoid attending their clinical site and participating in formal clinical experiences.
2. The athletic training student must notify their assigned preceptor regarding their current health status.
3. Athletic training students requiring two or more consecutive absences from their clinical rotation must be evaluated by a health care professional in Student Health Services or seek outside medical attention from their own personal physician.
  - a. Following the examination, the student must request documentation identifying when the student can return to the clinical setting and safely participate with patients and others in the clinical setting.
  - b. Documentation should be provided to the preceptor prior to resuming their clinical rotation.
4. Athletic training students required to miss more than one week of clinical experiences should contact the program director and/or coordinator of clinical education.

Applicant Name:

Applicant Signature:

Date:

## Confidentiality Agreement Form

As a student in the athletic training program at Lindenwood University, I understand that Lindenwood University and all affiliated sites have the legal and ethical responsibility to safeguard the privacy of all students (and patients) and protect the confidentiality of all student (and patient) information.

- I understand that I may come into the possession of confidential information, and I must comply with all confidentiality requirements provided under, but not limited to, HIPAA, FERPA, the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973.
- I understand and agree that in the performance of my clinical responsibilities at Lindenwood University and all affiliated sites, I must hold medical, physician, student, and employee information in confidence. This includes any and all information that I may come across in performing my duties regardless of how it is presented to me (printed, written, spoken, computerized, facsimile, etc.).
- I understand and agree that I will only access information that is required to perform my duties or for educational purposes as approved by the site supervisor at Lindenwood University or any affiliated site. I will not remove student, athlete, or patient data/forms from Lindenwood University or sites affiliated with the Athletic Training Program at Lindenwood University.
- I understand and acknowledge that disclosure of patient information, intentional or unintentional, unless authorized by law, may result in disciplinary action including termination from the program and dismissal from the University.
- I understand that I must sign and comply with this Confidentiality Agreement in order to actively participate in the clinical aspect of the program.
- I understand my duty of confidentiality continues indefinitely. I understand that I am required to maintain confidentiality regardless of my continued participation in a clinical rotation or within the Lindenwood University Athletic Training Program.

Applicant Name:

Applicant Signature:

Date:

## Bloodborne Pathogens Policy

I have reviewed the Bloodborne Pathogen Compliance Policy, and I understand athletic training students may incur exposure to blood or other potentially infectious material (OPIM) during normal athletic training duties. Tasks or procedures in which exposure to bloodborne pathogens may occur include, but are not limited to, the following:

- Providing patient wound care
- Cleaning body fluid spills
- Handling contaminated laundry
- Handling contaminated medical devices
- Participating in clinical education activities that require the use of sharps (i.e. scissors, needles, scalpels, tweezers)
- Assisting with medical procedures provided during clinical education
- Assisting with general facility maintenance at all clinical education sites/facilities

I understand the epidemiology, symptoms, and methods of transmission for blood borne pathogen disease; and I understand there is the risk of exposure and transmission during all aspects of my clinical education.

I understand the importance of personal protective equipment (PPE's), the process for locating PPE's at all clinical education sites, when and how to use PPE's, and how to properly dispose of PPE's or any contaminated items in the appropriately labeled biohazard containers and sharps containers.

I understand the exposure control plan described in the Bloodborne Pathogen Compliance Policy, and I agree to follow all guidelines to reduce the risk of exposure.

I understand the post-exposure policies and protocols described in the Bloodborne Pathogen Compliance Policy, and I agree to follow the post-exposure plan in the event of an exposure.

Applicant Name:

Applicant Signature:

Date:



## Release of Information Form

The athletic training program collects personal information, health care records, academic information, and other materials from each student admitted into the program. I understand aspects of this information may be shared with organizations outside of Lindenwood University for the following reasons:

- The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and students' program files may be shared at any time at the request of the CAATE.
- The athletic training program provides athletic training students with clinical experience opportunities at a variety of locations. Some clinical sites require the program administrators to provide and/or verify specific information. Clinical sites may request student contact information (e.g. e-mail, phone number), verification of vaccinations, verification of HIPAA training, and results associated with a criminal background check.

I hereby authorize the Lindenwood University Athletic Training Program to release and discuss my contact information, vaccination history, HIPAA training, BLS certification, and criminal background check with clinical sites upon request. I understand I have the option to withdraw this authorization at any time, but an authorization withdrawal may prevent my future placement in certain clinical sites, and this may prevent my progression in the athletic training program.

Applicant Name:

Applicant Signature:

Date:

## Acceptance Letter and Contractual Agreement

I formally accept the offer for admission into the athletic training program at Lindenwood University. I have thoroughly reviewed the Athletic Training Program Handbook, and I understand all the information contained within the document. I have had the opportunity to ask questions, and all questions have been answered to a satisfactory level.

As an athletic training student, I understand each of the following statements:

- I represent the faculty, staff, students, athletic training program, and university. I agree to exercise appropriate behavior and demonstrate professionalism at all times while enrolled in the program.
- The athletic training program involves a rigorous combination of academics and clinical experiences. I understand it is my responsibility to balance and meet all these requirements.
- The athletic training program is a cohort-based program that follows a specific sequence of courses requiring continuous enrollment.
- Most classes in the athletic training program are offered only once each year, and failure to successfully complete core courses in the athletic training program may impact progression in the program and result in additional time at the university to complete the degree.
- The program has specific academic retention criteria, and failure to meet the retention criteria may result in academic probation and/or dismissal from the program.
- The program requires students to participate in clinical experiences on and off campus. I understand it is my responsibility to provide transportation for all clinical experiences.

By signing below, I accept the offer for admission into the athletic training program, and I agree to abide by all terms, policies, and procedures outlined by Lindenwood University and the athletic training program.

Applicant Name:

Applicant Signature:

Date:

## Disciplinary Notification Form

Student Name:

Supervisor Name:

Date of Incident:

As aspiring athletic training professionals, it is imperative for athletic training students to maintain high standards of conduct at all times during their academic courses and clinical experiences. Your failure to maintain appropriate professional behavior and/or exercise sound judgment has resulted in this disciplinary notification.

**Cause for Disciplinary Action:** Provide a brief, but specific summary of the student's behavior and/ or actions requiring corrective action.

### **Recommendation(s) for Improvement:**

A copy of this document will be kept on record within the program. The program director will conduct an investigation of the incident/infracton, and disciplinary action will be based on a review of any previously issued disciplinary notifications. In some cases, a single serious infracton may result in dismissal from the program and university.

Supervisor Signature:

Today's Date:

Student Signature:



## Individualized Learning Contract

**Student Name:**

**Date:**

**Reason(s) for Receiving a Learning Contract:**

**Student Responsibilities:**

1. Propose a written learning contract of what you want to learn and how you plan to learn it.
2. Develop a detailed schedule that has you working on contract activities each week.
3. Take the initiative to contact your advising instructor immediately to get the assistance you need (with, for example, motivation, resources, feedback, problems).
4. Meet with your advising instructor regularly to review progress and discuss material.

**Instructor Responsibilities:**

1. Assist in developing learning contract and ensure its completion and good quality.
2. Recommend learning resources, such as books, journals, people, agencies, library materials.
3. Be available as a resource for information but allow the student to take initiative in asking for assistance with learning.
4. Meet regularly with the student to review progress, share ideas, and encourage learning.
5. Evaluate the student's work as described in the learning contract.

Use the information provided below to build your individualized learning contract.

Learning Objectives	Strategies and Resources	Evidence	Validation	Timeline	Advising Faculty
What are you going to learn?	How are you going to learn it?	How are you going to know that you have learned it?	How are you going to prove that you learned it?	Target date for completion	Evaluation
State what you want to be able to do or know when completed. Be specific.	What will you do to meet each the objective?	What will you do to demonstrate learning?	Who will receive the product of your learning and how will they evaluate it?	When do you plan to complete each task?	How well was the task completed? Provide an assessment decision (Y/N).

**Learning Objective #1**

Learning Objective	Strategies and Resources	Evidence	Validation	Timeline	Advising Faculty

**Learning Objective #2**

Learning Objective	Strategies and Resources	Evidence	Validation	Timeline	Advising Faculty

**Learning Objective #3**

Learning Objective	Strategies and Resources	Evidence	Validation	Timeline	Advising Faculty

**Learning Objective #4**

Learning Objective	Strategies and Resources	Evidence	Validation	Timeline	Advising Faculty

Additional learning objective tables can be added here as needed.

**Additional Requirements (provided by program):**

**Program Limitations/Restrictions (provided by program):**

**Statement of Understanding:**

1. I fully understand the purpose, objectives, and implications of this learning contract.
2. I understand my continued enrollment in the athletic training program is dependent on the successful completion of this learning contract.
3. I understand that failure to meet the objectives of the learning contract and/or comply with all additional requirements and limitations may result in my dismissal from the athletic training program.

**Student Signature:**

**Date:**



