



Athletic Training

Athletic Training Resource Manual

Master of Science of Athletic Training

Updated April, 2023

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PREFACE

The University of Virginia, Department of Kinesiology, and Athletic Training Program (AT Program) would like to take this opportunity to welcome you to our program. As a student in our program, we want you to know that you have put yourself in a very rewarding position that will assist you in obtaining your professional goals of becoming an Athletic Trainer.

This Athletic Training Student Resource Manual (ATSRM) is designed for athletic training students (ATs) in the University of Virginia's professional AT Program. The handbook contains policies, procedures, guidelines, and relevant professional information to direct and inform the ATs in the AT Program. These materials are specific to the AT Program at UVA and some procedures may not be relevant to some affiliate sites. Athletic training students should adhere to the policies and procedures of these affiliate sites under the supervision of the Preceptor.

Students, faculty, and staff are encouraged to use appropriate terminology to describe educational experiences associated with the AT Program. In addition, the terms "trainer" and "training room" are strongly discouraged and should be replaced with "athletic trainer" and "athletic training facility." The phrase AT Program is used interchangeably to describe the UVA Professional Masters of Science Athletic Training.

The materials in this resource manual are not intended to supersede any graduate policies or to duplicate material already in print, but rather to provide clarification of policies and procedures that are specific to the AT Program. It is our intent that this handbook addresses the issues most pertinent to our students' success. We encourage students to offer any suggestions for deleting, adding or modifying material to aid students in the future. We welcome you to our program and look forward to working with you.

All ATs are responsible to read and understand all information contained in this handbook. If an AT does not understand any of the material provided, the AT should consult with the AT Program Director or Coordinator of Clinical Education (CCE).

PLEASE SIGN AND RETURN THE ATP STUDENT RESOURCE MANUAL ACKNOWLEDGEMENT STATEMENT FOUND IN APPENDIX A.

Section I

Profession of Athletic Training

Athletic Training is recognized by the American Medical Association (AMA) as an allied health (medical) profession, which provides comprehensive care to athletic and/or physically active individuals. An Athletic Trainer (AT) is involved in the assessment, treatment, rehabilitation, and prevention of athletic injuries. The Commission on Accreditation of Athletic Training Education (CAATE) is responsible for accrediting all undergraduate and graduate AT Programs. All students graduating from a CAATE accredited professional AT Program become eligible to sit for the Board of Certification (BOC), Inc. examination.

The athletic trainer, with the consultation and direction of attending and/or consulting physicians, is an integral part of the health care system associated with sports and the physically active population. Through extensive preparation in both academic and clinical education experience, the athletic trainer provides a variety of services including the prevention, recognition, immediate care, treatment, and rehabilitation of injuries.

The National Athletic Trainers' Association (NATA) is the professional membership organization for athletic trainers. It is a not-for-profit organization with more than 43,000 members internationally. The NATA is committed to advancing, encouraging, and improving the athletic training profession. After successfully passing the BOC, examination, individuals then earn the title of "BOC certified athletic trainer" and can place the credentials, "ATC" behind their name. However, many states also require athletic trainers to obtain state regulation, licensure, or certification.

The Athletic Training Strategic Alliance which is comprised of the NATA, the BOC, the CAATE, and the NATA Research and Education Foundation (Foundation) was formed to critically analyze what the appropriate professional degree level should be for athletic training.¹ All of these organizations are committed to the athletic training profession and to the delivery of quality health care to the public.

A candidate must meet these requirements and pass a certifying examination in order to become certified as an athletic trainer. Based on the recommendations provided by the Strategic Alliance, baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022.

¹ <http://www.nata.org/strategic-alliance-degree-statement>

NATA Membership

All ATs preparing to enter this profession are required to become a student member of the NATA by the end of the first summer of the program. Membership benefits include a subscription to the Journal of Athletic Training and the NATA News, reduced registration fees for national and district symposia, *eligibility for scholarships*, and other direct benefits. Information is available from the Program Director and membership applications are available via the NATA website <http://www.nata.org>.

Section II

University Mission

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.

We are defined by:

- Our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;
- Our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;
- Our universal dedication to excellence and affordable access.²

Department of Kinesiology Mission

Consistent with Thomas Jefferson's ideal that "a strong body makes the mind strong," the mission of the Kinesiology program is to advance the discovery, development, interpretation, dissemination, and application of knowledge that relates the study and practice of human movement and physical activity to health and well-being. As a member of the American Kinesiology Association (AKA), the program's faculty is committed to the process of learning that includes these interdependent functions:

- The preparation of caring and committed professionals and scholars in physical activity, exercise, sport and rehabilitation who are life-long learners and leaders, able to make critical judgments, and solve difficult problems;
- The development of new knowledge that addresses fundamental and applied research questions and guides professional practice in physical activity, exercise, sport, and rehabilitation in clinics, schools, and other real world settings;
- The design and delivery of physical activity, exercise, sport, and rehabilitation opportunities to enhance quality of life across the lifespan in both able-bodied and disabled populations; and

² <http://www.virginia.edu/statementofpurpose/purpose.html>

- The provision of leadership and service to the University, community, and to professional organizations at the state, national, and international level in physical activity, exercise, sport, and rehabilitation.³

In keeping with the Kinesiology Departments Mission, the Athletic Training Program Vision and Mission statements are as follows:

Masters of Science in Athletic Training Program Vision

The University of Virginia Masters of Science in Athletic Training Program (MSAT) will provide an educational experience approved by Commission on Accreditation of Athletic Training Education (CAATE) for students interested in pursuing a career in the profession of athletic training and is committed to staying on the forefront of knowledge and practices in a program of recognized excellence.

Masters of Science in Athletic Training Program Mission

To prepare scholars and scholarly practitioners in athletic training by instilling and modeling the values of scholarship, citizenship, leadership, self-learning and service; and to serve as a leading Institution for the education of students in athletic training.

Masters of Science in Athletic Training Program Goals

- Impart the importance of citizenship by teaching and modeling Jeffersonian values of self-government, the University of Virginia honor system, and professionalism.
- To respect and treat patients as an individual, and without bias regarding to race, color, sexual preference, socioeconomic status, political or religious affiliation, or athletic ability
- Deliver advanced, innovative coursework that emphasizes the educational standards along with contemporary issues important to the athletic training profession.
- Provide students with a learning environment that offers the student the intellectual, behavioral, and psychomotor skills necessary to the practice of athletic training.
- Identify the need for the support of clinical practice using education, research, and service to the profession.
- Provide unique and instructive clinical opportunities in an effort to train practitioners who practice evidence-based athletic training

Masters of Science in Athletic Training Students Outcomes

Students in the MSAT program at the University of Virginia will:

1. Demonstrate the requisite knowledge, skills, and abilities to successfully work and transition to practice as an athletic trainer.
2. Demonstrate professional and ethical behavior in the delivery of patient/client care and colleagues (other students, preceptors and faculty).

³ <http://curry.virginia.edu/academics/offerings/kinesiology>

3. Effectively communicate and collaborate with patients/clients, healthcare professionals and other stakeholders within the healthcare system to maximize patient/client outcomes
4. Apply the principles of evidence-informed practice, clinical reasoning, life-long learning and reflective practices to maximize patient/client care.

Masters of Science in Athletic Training Program Effectiveness Outcome

5. Deliver a high quality and effective athletic training educational program

Program Overview

The CAATE approved **Master's of Science in in Athletic Training (MSAT)** is a professional master's program and is a **24-month, year round** program designed to go beyond the CAATE standards, provide instruction and clinical and research experiences to students who would like to become a certified athletic trainer. Emphasis is placed on didactic coursework, mentored clinical experience, with opportunity for scholarly achievement.

For information regarding the MSAT, including prerequisite and admission requirements, please refer to the following website:

<https://education.virginia.edu/academics/programs/athletic-training-ms-master-science>

MSAT Faculty

A listing of the current ATP faculty can be found by following this link:

[Athletic Training: M.S. - Master of Science | University of Virginia - School of Education and Human Development](#)

Jay Hertel	Joe Gieck Professor in Sports Medicine and Chair Dept. of Kinesiology
Michael Higgins	Professor/Program Director
Chris Kuenze	Associate Professor
Emily Madrak	Assistant Clinical Professor of Education
Erin Moore	Assistant Professor/Coordinator of Clinical Education
Jacob Resch	Associate Professor
Susan Saliba	Professor

Diversity

The University of Virginia is an equal opportunity employer and student recruitment and admission practices do not discriminate on the basis of race, color, creed, sex, age, disability, national origin, religious affiliation, or sexual orientation. The University, School of Education and Human Development (SEHD), and athletic training master’s program are committed to enhancing diversity of the student body and the educational experiences of all students. The athletic training program is committed to educating our students about the significance of understanding the importance of effective interpersonal and cross-cultural communication as it relates to interactions with patients of all ages and cultural backgrounds. More information can be found on the EHD ODEI website (<https://education.virginia.edu/about-us/diversity/dei->

[office-diversity-equity-and-inclusion](#)), and at the Universities Division For Diversity, Equity, And Inclusion website (<https://Dei.virginia.edu>)

History and Rationale

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA” or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, an “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity.”

Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their requests for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodation,” including undergraduate and postgraduate schools.

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student's program of study, or directly related to licensing requirements, is allowable under these laws. In applying Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualifications could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

Technical Standards for Admission into the MSAT

Each student must have the ability to meet the program’s technical standards with or without reasonable accommodations. These technical standards are necessary for full participation in the curriculum and it is expected that students will function independently, which generally means, without the aid of an intermediary, to achieve proficiency in all curricular areas. Applicants and students should review the technical standards for the MSAT program carefully. A student who has a disability may request reasonable accommodations. Students who feel they may require accommodations in order to complete the curriculum due to a disability must work with the UVA Student Disability Access Center to discuss possible accommodations. **ALL**

STUDENTS MUST READ AND SIGN THE MSAT TECHNICAL STANDARDS DOCUMENT FOUND IN APPENDIX B AND HAND INTO THE PROGRAM DIRECTOR AND UPLOAD TO TYPHON.

Student Safety and Support

We're committed to creating the safest possible living and learning environment. The University of Virginia offers many support services interventions, and resources outlined at this website <https://studentaffairs.virginia.edu/topic/student-safety>

Health Insurance

All students at the University of Virginia charged the full comprehensive fees with their tuition are **required** to have health insurance coverage. The students must either:

- Enroll in the UVA Aetna Student Health Plan **OR**
- Submit proof of current health insurance coverage that is comparable to the Aetna Student Health Plan and thereby waive the Aetna option.

<https://www.studenthealth.virginia.edu/>

Degree Requirements

Students complete 67 hours of coursework during the 24-month, intensive program. All courses provide instruction related to Athletic Training and related health care professions. Courses are designed to meet the CAATE Curricular Content Standards and the following Core Competencies: Patient-centered care, interprofessional practice, evidence-based practice, quality improvement, healthcare informatics, and professionalism.

Courses:

Students take 47 credits of didactic courses, 17 clinical practicum and 3 thesis or independent study credits. All students will have an opportunity to complete a scholarly product. Please refer to the **Scholarly Project section below for more details.**

All courses provide instruction related to Athletic Training and are taught by athletic training faculty for professional athletic training students.

Clinical Education:

Clinical education consists of athletic training and supplemental clinical experiences in which direct patient/client care is provided under the directions of a preceptor. In addition, the program uses patient-based education opportunities (grand rounds, surgical observations, journal clubs, etc...) and simulation (standardized patient encounters and high-fidelity simulators) to enhance clinical education. All clinical education is affiliated with the 17 credit hours of clinical practicum that a student must complete.

During each semester (including summers), every student will have a clinical experience at one of UVA's approved affiliated sites. Included in these clinical experiences will be a 14-week immersive athletic training clinical experience (2nd fall semester) that requires the student to be at their clinical site full-time. Full-time practice at the clinical site is determined by the type of

clinical site and clinical preceptor expectations. Experienced clinical preceptors at each site provide clinical and professional mentorship to the students in the athletic training program.

Scholarly Project:

All students are required to complete a non-thesis substantial scholarly project. However, students can also elect to complete a formal thesis. Both options are described below. The expectation is that these will be of such quality that it will be presented at a professional meeting (State, District, and/or national meetings [NATA, ACSM or another related association or organization related to sports medicine]) and acceptable for publication in a peer-reviewed journal. Topics must be in the area of expertise of one of the core athletic training faculty members.

Description of Scholarly Project Option

Students who pursue the scholarly project option will complete their project under the guidance of a faculty advisor. Examples of appropriate scholarly projects include a systematic review, critically appraised topic, case series or case report, best practice paper or a project with an experimental or observation design.

Students must register for 3-credits in KINE 5993 Independent Study in their final semester. Throughout the 2nd year, students will meet with faculty mentors (agreed upon by student and mentor) to maintain progress on their project. Students must work with their advisor to finalize their project. Students will be evaluated, by the athletic training faculty, on their final written project and presentation of the project. Scholarly projects will be proposed (Fall of 2nd year) defended (Spring of 2nd year) in a public format in front of colleagues and peers.

Description of Thesis Option

If students elect to complete a thesis they must do so only with approval from their advisor and after they have completed at least 18 credits of the program. This route would be an option for those students who wish to pursue a PhD. For the thesis option, students are required to conduct a thesis, which includes a literature review, research question, methodology, data analysis, discussion, and conclusion. The student will work with a committee of two faculty members. It is the responsibility of the student to form a thesis committee. The committee must be formed at least 9 months before the desired graduation. The thesis director and at least one of the committee members must be faculty in the Department of Kinesiology. The thesis topic must fall within one of the areas of faculty expertise within the department. Students must register for KINE 8999 Thesis seminar in their final semester while working on their thesis. Students must develop a proposal and have it approved by their committee and by the appropriate University committees before undertaking their project.

TIMELINE

Action	Course	Thesis Date	Scholarly Project Date
Exposure to faculty research background and interests	KINE 5745	Fall (year 1)	
Meet with core faculty based on research interests to discuss ideas and potential projects	KINE 5765 KINE 5770	Spring (year 1)	
Identify thesis or scholarly project route and faculty mentor. Need faculty approval to designate as thesis route	KINE 5765 KINE 5770	Spring (year 1)	
Develop research idea and collaborate with mentor	KINE 5770	Spring (year 1)	
Annotated Bibliography Literature review draft	KINE 6715	Developed in collaboration with faculty mentor	End of Summer session
Thesis or scholarly project proposal	KINE 6735	Fall (year 2)	
Public presentation determined by the program	KINE 6745	April/May (year 2)	
Defense (thesis only) and final product due	IS or KINE 8999	April (year 2)	May (year 2)

Funding Opportunities

Please note that there is no tuition waiver associated with the clinical placement - students are responsible for either in-state or out-of-state tuition depending on their Virginia residency status. Students are also responsible for their own health insurance costs.

Students are encouraged to apply for scholarships via State (VATA), District (MAATA) and National Athletic Training Association, federal financial aid, including work-study. Information about federal aid programs, including applying using the FAFSA, can be found through [Student Financial Services](#). Additional financial aid information can be found on EHDs [Financial Aid](#) web page. The School Foundation offers scholarships on an annual basis and information regarding these scholarships can be found at the following link: [Fellowships, Scholarships, & Awards | University of Virginia - School of Education and Human Development](#)

Program Costs (not University or School Tuition and Fees)

Clinical Software (Typhon) - 90
NATA Membership - 230

Outside Employment Policy

Athletic Training professional education requires a full-time commitment to successfully matriculate through the program. Therefore, outside employment, although not forbidden, should not interfere with a student's didactic or clinical commitments. Students who hold a part-time job are highly encouraged to not work more than 10-hours a week on average

Course Schedule

Summer I (8 credits) -

KINE 5700 Foundational Athletic Training Skills and Emergency Care (4)

KINE 5710 Anatomy & Functional Kinesiology or (3)

KINE 5715 Clinical Practicum I (1)

Fall I (14 credits)

KINE 5720 Assessment and Intervention of Injury I (3)

KINE 5725 Therapeutic Interventions (3)

KINE 5740 Assessment and Intervention of Injury II (4)

KINE 5745 Evidence Based Sports Medicine I (2)

KINE 5735 Clinical Practicum II (2)

Spring I (14 credits)

KINE 5730 Medical Aspects of Athletic Training (3)

KINE 5770 Evidence Based Sports Medicine II (1)

KINE 5750 Assessment and Intervention of Sport-Related Concussion, Head, and Spine (4)

KINE 5760 Principles of Strength & Conditioning (3)

KINE 5765 Clinical Practicum III (3)

Summer II (7 credits) (6 weeks)

KINE 5775 Clinical Practicum (1)

KINE 6700 Pharmacology/ Radiology (2)

KINE 6720 Psychosocial Aspects of Athletic Injuries (3)

KINE 6715 Translational research I (1)

Fall II (12 credits)

KINE 6710 Administration Strategies in Athletic Training (3) (online)

KINE 6725 Clinical Immersive II (8) (14 week)

- Finals week to debrief, complete assignments and testing.

KINE 6735 Translational Research II (1)

Spring II (12 credits)

KINE 6730 Human Performance in Sports Medicine (3)

KINE 6740 Athletic Training Seminar (2)

KINE 6745 Translational Research III (1)

KINE 8999 Thesis credit (3)

Or

KINE 5993 Independent study (3)

KINE 6755 Clinical Practicum IV (3)

Total Credits = 67

Course Descriptions for all MSAT course are found in Appendix C and

<http://records.ureg.virginia.edu/index.php>

Information regarding registration, withdrawal, or leave can be found at

<http://www.virginia.edu/registrar/>

ACADEMIC POLICIES AND STANDARDS

BOARD OF CERTIFICATION EXAMINATION

A goal of the UVA ATP is for all graduating students to successfully challenge the BOC examination. This computer examination is comprised of multiple-choice and simulation questions. For more information about the exam, visit <http://www.bocatc.org>. For additional information on how to apply to take the exam, visit <http://www.act.org/actcenters/index.html>. In order to sit for the BOC examination, the student must successfully matriculate through the program and meet the criteria set forth to matriculate through the program.

Advising

You will be assigned an advisor who will assist you in selecting and scheduling your academic coursework. Contact your advisor or the program director to make sure you are on schedule to graduate at the appropriate time.

AT Matriculation Requirements

In order to matriculate through the ATP program, a student must meet all of the following requirements.

- Maintain a cumulative 3.0 GPA.
 - Students that fall below a 3.0 will be placed on academic probation for a semester. If the student fails to bring the GPA above a 3.0 in the following semester they will be removed from the program.
- Earn a minimum of a B in all athletic training coursework
 - A course must be retaken and a grade of a B- or higher must be earned in order for a student to continue matriculating through the program. If you retake a course and receive a failing grade for a second time (a grade below a B-), you will be dismissed from the program
 - All students will be required to earn a C or higher on practical examinations. If the student earns lower than a 70%, then he/she must undergo remediation as dictated by the instructor.
- Successfully complete all curricular content tied to didactic and clinical courses in each semester. Failure to successfully complete the assigned competencies and clinical proficiencies will result in an "I" for the course and may prevent a student from registering and completing subsequent courses in the course sequence.
- Earn satisfactory professionalism evaluations from academic faculty and clinical preceptors each semester. Failure to earn a satisfactory evaluation will result in the completion of a "growth plan". Students must address all areas of deficiency designated in the growth plan within the designated time period to continue progressing through the program.
- Successfully complete a comprehensive examinations and objective structured clinical examination (OSCE) at specified times in the program.

- Successfully complete the required clinical experience hours and paperwork required for each clinical education experience.

During the probationary period you must continue to attend class and rectify the reason for your probation. During your probationary period an adjustment to your clinical hours may occur and will be at the discretion of the AT Faculty. If you are unable to rectify the situation in the allotted time, you will be suspended from the ATP for 1 year. If the problem continues in your next academic year, you will be dismissed from the ATP. If you retake a course and receive a failing grade for a second time (a grade below a B-), you will be dismissed from the program. If you are able to comply and correct all deficiencies during your probationary period, the probation will be lifted. You will not be placed on probation for a second time for the same problem instead you will be dismissed from the program. Regardless of the reason you will never be placed on probation for a third time, you will be dismissed from the ATP.

In the case of student appealing the decision of dismissal from the MSAT there appeal will be reviewed by the AT Board which is comprised of at least 2 AT faculty members and 1 member of the UVA AT staff.

Academic Standing and Due Process

<http://records.ureg.virginia.edu/content.php?catoid=40&navoid=2433>

A student is considered to be in good academic standing if course grades earned are B- or higher. A student may incur academic probation during any semester in which he/she/they fails to meet the minimum academic standards. A student on probation is expected to meet with his or her advisor and program coordinator to determine a plan for academic improvement. If the student does not regain good standing by the end of the next semester, the student may be suspended or forced to withdraw. A student may also be required to withdraw if the academic advisor, departmental faculty and the associate dean determine that the student is making unsatisfactory progress toward a degree or fails to comply with all applicable University, School, and departmental policies, including but not limited to, those governing student conduct, academics, and the Code of Honor. Students who have been forced to withdraw must apply for readmission.

Grade Appeal Policy

<http://records.ureg.virginia.edu/content.php?catoid=40&navoid=2433>

Students who wish to appeal a grade must first attempt to resolve the issue with the instructor of the course. Absent a satisfactory outcome, the student consults with the chair of the department. Students may consult with the EHD associate dean for academics and student affairs to confirm which department chair should be contacted. If this path proves unsuccessful in the resolution of the matter, the student may appeal to the dean of the EHD. The dean's decision is final. At each stage of their appeal, students should provide any supporting

documentation they believe is important to their appeal. Appeals must be initiated within one month of the final date by which grades are posted for the term in question.

Student Remediation

There are two overarching types of concerns that can trigger the development of a growth plan for a student, which would require remediation: 1.) academic matriculation concern and 2.) professionalism concern.

The academic matriculation concern is detailed in the matriculation requirements. If a student does not meet an identified target in the matriculation policy, then a growth plan is initiated (Appendix E & F) that details the concern and the requirements to rectify the solution. Faculty/preceptors who complete a form must share the form with the student to get the student's acknowledgement. Next a growth plan meeting is scheduled with the student, preceptor/faculty, CCE and/or the Program Director to discuss and to develop a growth plan. Failure of the student to meet the specified steps in the growth plan may result in probation or dismissal from the program.

Students are expected to meet professionalism expectations in seven major areas, which are noted in the UVA MSAT Professionalism Criteria document (Appendix E & F). Any noted concerns regarding the student's development in any of these areas may initiate the process of completing a Professional Development Review Form and Growth Plan (Appendix E & F). Faculty/preceptors who complete a form must share the form with the student to get the student's acknowledgement. Next a growth plan meeting is scheduled with the student, preceptor/faculty, CCE and/or the Program Director to discuss and to develop a growth plan. Failure of the student to meet the specified steps in the growth plan may result in probation or dismissal from the program.

Clinical Education Site:

In situations where an athletic training student wishes to appeal a disciplinary decision at their affiliated clinical site or alleges any other violation of student rights in the clinical setting, s/he/they should request a meeting with their assigned Preceptor. If the problem is not resolved between the Preceptor and the athletic training student, s/he may request a meeting with the AT Coordinator of Clinical Education Coordinator (CCE) and Program Director.

Grievance Process

<http://records.ureg.virginia.edu/content.php?catid=40&navoid=2401> - stud_acad_griev_pol

An undergraduate, graduate, or professional student who believes that an academic decision violates the University's or school's academic policies and procedures may file an academic grievance with the appropriate department chair, unit head, or faculty committee. Students should consult the dean's office of their school for guidance as to the appropriate point of contact for the initial appeal. This process is intended to remedy harm done to the grievant and not to impose punitive sanctions on University employees or other students. However, in some

cases, a proposed corrective action may include a recommendation for disciplinary action to be taken toward a University employee or student. In such cases, the recommendation will be addressed under the appropriate University procedure. The grievance must be filed by the student who is affected by the academic decision being contested; it may not be filed on the student's behalf by another individual.

Before filing a grievance with the appropriate department chair, unit head, or faculty committee, the student should have attempted to resolve his or her concerns directly with the individual responsible for the challenged academic decision. These attempts should be sincere and substantial. The grievance must specify:

1. which academic policy or procedure has been violated;
2. what efforts the student has made to resolve the concern informally; and
3. the requested resolution. It is the responsibility of the student filing the grievance to ensure that the grievance includes all necessary supporting documentation at the time of submission.

For graduating students, a grievance must be filed in writing, according to the process defined above, before the degree is awarded in the Student Information System.

The grievance should be filed with the appropriate department chair, unit head, or faculty committee, who will adjudicate the case. If the appropriate department chair or unit head is a party to the case or is otherwise unable to serve, the grievance should be filed with the school's appropriate associate dean or other official or committee as designated by the dean or the school's policies.

The department chair, unit head, faculty committee, associate dean, or designated official will investigate the complaint. Investigation will include but is not limited to reviewing relevant documentation and meeting with the student and the faculty member or University official who made the decision being contested. Within thirty (30) calendar days after receiving the grievance, the individual or committee who adjudicates the case will communicate in writing his/ her decision to both the student and the faculty member or official.

Within five (5) calendar days after receiving the decision, the student may appeal to the dean or the dean's designee, as specified in the school's detailed grievance procedures, available in the school's section of this Record. The only basis for appeal is documented evidence that adjudication of the grievance failed to comply with the procedural requirements of this policy. Dissatisfaction with the outcome of the grievance will not be grounds for appeal.

Within thirty (30) calendar days after receiving the appeal, the dean or the dean's designee will consider the evidence and communicate in writing his/her decision to the student, the faculty member or official, and the department chair, unit head, associate dean, or designated official involved in the case. The decision of the dean or the dean's designee will be final.

Complaints of discrimination or harassment, that is any complaint that the student has been subjected to discrimination on the basis of age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, or family medical or genetic information by the University, are not appropriate for review under the grievance procedure described in this policy and are handled under policy HRM-009, Preventing and Addressing Discrimination and Harassment (PADH), HRM-010, Preventing and Addressing Retaliation, and the related complaint procedures maintained by the Office of Equal Opportunity Programs (EOP).

Reports of sexual assault, sexual exploitation, intimate partner violence, stalking, or sexual or gender-based harassment are not appropriate for review under the grievance procedure described in this policy and are handled in accordance with policy HRM-041, Policy on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence and its appendices. For the complete policy please see <http://uvapolicy.virginia.edu/policy/PROV-019>.

Section III

Clinical Education

Clinical education consists of athletic training and supplemental clinical experiences in which direct patient/client care is provided under the direction of a preceptor. In addition, clinical education includes patient-based education opportunities (surgical observations, physician clinic, conferences, grand rounds, IPE activities, journal clubs, etc...) and simulation (standardized patient encounters). All clinical education is affiliated with the 17-hours of clinical practicum that a student must complete.

During each semester (including summers), every student will have a clinical experience at one of UVA's approved affiliated sites. Included in these clinical experiences will be two athletic training clinical immersive experiences that require the student to be at their clinical site full-time. Full-time practice at the clinical site is determined by the type of clinical site and clinical preceptor expectations. Experienced clinical preceptors at each site provide clinical and professional mentorship students in the athletic training program.

Clinical Education Goals

The goals of clinical education are to develop students that:

- Are reflective and evidence-informed healthcare practitioners
- Can work in teams to deliver healthcare
- Are guided through their professional identity formation to transition to entry-level athletic training practice
- Are patient-centered, culturally responsive and advocates for a patient
- Can understand how healthcare will evolve and an ATs role in healthcare
- Can speak a common language with other healthcare providers
- Can measure performance and carry-out quality improvement
- Are leaders in the field of athletic training

Clinical Education Expectations

Students will complete clinical experiences in each semester of the program that are tied to the clinical practicum and clinical immersive (AKA clinical education) courses in the course sequence. Students must be enrolled in a clinical education courses to earn clinical experience hours.

The athletic training student is encouraged to become an integral part of athlete/patient care in all clinical education settings. Students should become involved in all facets of the health delivery system and become familiar with the complex roles of the athletic trainer. Our goal is to provide clinical education experiences that address the continuum of care in order to prepare a student to function in a variety of settings, with patients engaged in a range of activities or conditions and provide athletic training services across all of the standards of practice delineated for an athletic trainer in the profession. These roles include functioning in a multi-disciplinary environment with a variety of health professionals.

The student will receive a very realistic clinical education, one that can ultimately better prepare them for the BOC exam and transition into the athletic training profession. The clinical experiences have been established in accordance with the ATP policies and the standards identified by the CAATE. It should be clear that the ATP views the issue of supervision seriously and has taken appropriate actions to make sure that all students are supervised appropriately, all in an effort to preserve and enhance the quality educational experience for each student. Each student will be assigned a preceptor, that is an appropriately state credentialed health care professional that meets CAATE standards.

Diversity

The University of Virginia is an equal opportunity employer and student recruitment and admission practices do not discriminate on the basis of race, color, creed, sex, age, disability, national origin, religious affiliation, or sexual orientation. The University, School of Education and Human Development, and M.S. in Athletic Training Program are committed to enhancing diversity of the student body and the educational experiences of all students. The athletic training program is committed to educating our students about the significance of understanding the importance of effective interpersonal and cross-cultural communication as it relates to interactions with patients of all ages and cultural backgrounds. The M.S. in Athletic Training Program will not pursue clinical education sites nor preceptors that do not adhere to these principles.

Clinical Education Assignments

Clinical education opportunities will be determined by the Program Director and CCE with consultation of the ATP faculty and preceptors. The ATP is designed so that the majority of clinical experiences are classified as athletic training clinical experiences. These are experiences supervised by an athletic trainer or physician preceptor. Students are allowed to have up to 15 weeks of supplemental clinical experiences, or experiences supervised by a preceptor that is a healthcare provider other than an AT or physician. These experiences must be approved by the program and must be of significant value.

Every effort will be made to provide a variety of experiences for the ATS. These experiences will include, but are not limited to interacting with patients/clients:

- Throughout the lifespan,
- Of different sexes,
- With different socioeconomic statuses,
- Of varying level of activity and athletic ability,
- Who participate in non-sport activities (for example, military, industrial, occupational, leisure activities, performing arts)

Additionally, clinical education opportunities are planned so that students gain exposures to a variety of health conditions commonly seen in athletic training practice including patients/clients with the following types of conditions:

- Emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, environmental conditions.

Clinical experiences may occur during the day, evenings and on weekends. While the student is to never miss class for clinical experiences, they will be expected to fulfill clinical experience requirements during various times in the day and weekends.

In-house clinical experiences which use simulation to supplement experiences with patient populations or conditions will be conducted as part of the clinical experience courses, OSCEs and additional “simulation days” identified by the program. These activities are centered around conditions/events that do not occur within clinical placements with consistent frequency or that are considered critical for a student to gain exposure to within a simulated environment. The program may also use telemedicine as part of clinical education (simulated or real). Any telemedicine experiences are subject to the same policies and procedures of face-to-face clinical experiences.

Critical Safety Checks

Prior to providing patient care in athletic training or supplemental clinical experiences, students must pass practical examinations aimed at assessing the student’s basic skills with common procedures and skills used within the athletic training environment. These practical examinations typically occur as part of the coursework associated with coursework within the program and also include orientation activities. Each preceptor is required to assess the student’s safety to engage in clinical education at their respective sites.

Supervision Policy

Effective direct supervision of an ATS by a preceptor requires the preceptor to be able to physically intervene on the behalf of any patient that an ATS provides health care services for to provide feedback about performance and to potentially protect the patient. This requires proximity with the ATS but still allows for graded autonomy. Graded autonomy is a progression into some relative independence of the ATS based on the student’s level of education (year in

program), competencies completed, and professional maturity. The expectations for autonomy and care protocols should be made clear to each student during the orientation to the clinical experience.

Contacting Clinical Preceptors

The athletic training student is required to contact the assigned preceptor(s) **at least one month prior** to beginning the assigned clinical education experience. Students will supply the preceptor with a copy of their class schedule and set up a meeting time for orientation. This should be done to facilitate a good working relationship.

Clinical Orientation Policy

All students must go through a site-specific clinical orientation **prior to the start of a clinical experience and before providing patient care.** The clinical orientation process must include site specific policies, including the EAP, and clinical experience expectations. A formal clinical site orientation must occur prior to providing any patient care and a signed copy of the completed clinical orientation form must be given to the CCE within a week of the completing the orientation. Although the student is given a one-week time frame to turn in the orientation form, it is very important that the on-boarding process occurs on the first days of the clinical assignment. All of the following must be covered in the orientation.

General Preceptor Expectations

Communication
Supervision/Autonomy
Chain of Command

Clinical Site Policies

Physician's Standing Orders
Communicable Disease Policy
Emergency Action Plan
Blood Borne Pathogens Policy
Patient/Client Privacy Protection and Record Keeping Procedures
***Critical Incident Management (critical incident policy, reporting obligations, management of emergent mental health concerns)**

General Expectations

Dress code
Professional attributes
Appropriate patient care
Appropriate communication/behavior with patients
Differentiating practitioners from students (use of UVA HealthSystem ID at each site)

Assess Skills – Student Readiness to Provide Care

Pertinent skills should be assessed prior to patient care. This can include but not limited to: emergency procedures, modality and intervention application, record keeping procedures, taping/bandaging techniques, wound care procedures, etc...

Grading and Education Procedures

Mid-term and Final Evaluations

Clinical Paperwork Policy - Students

As part of clinical education requirements, students are expected to keep and maintain required paperwork on file with the program and/or virtually via Typhon. Failure of the student to complete or to maintain current paperwork could result in the removal of a student from a clinical site until the paperwork is up to date. This paperwork includes, but is not limited to:

- Technical Standards Form
- Proof of current vaccinations including the flu vaccination annually
- Proof of OSHA and BBP Training (yearly)
- Proof of HIPAA and Privacy Training
- Proof of current, appropriate Emergency Cardiac Care Card (ex CPR for the Professional Rescuer)
- Criminal Background Check via UVA Human Resources. Clinical sites may request additional criminal backgrounds checks and drug testing.
- Hours logs in Typhon
- Patient case encounters in Typhon
- Clinical Site Orientation and Schedule Agreement Form (from each clinical site)

Student Identification

All students must wear the UVA Health System ID provided by the program at all clinical placements so that they are clearly identified as a student and not a credentialed provider.

Clinical Paperwork Policy – Preceptors

The following documents are required before a student may engage in clinical education at a site.

- A signed Affiliation Agreement with signatures from the personnel with signature authority at the respective institution. An Affiliation Agreement is not required of sites that are part of the Program’s sponsoring institution.
- Proof of BOC (if an athletic trainer) and appropriate state credentials (copies of BOC and state licensure cards)
- Proof of calibration of therapeutic modalities used in the facility. Please see Therapeutic Equipment Safety Policy for more details.
- Venue-specific EAP/critical incident procedures and copies of the EAP/critical incident procedures located at each site where care is provided.
 - All sites must have a venue-specific written Emergency Action Plan (EAP) /critical incident procedures that is based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue). Copies of the EAP/critical incident procedures must be on site so that students must have immediate access to the EAP/critical incident procedures in an emergency situation

- Blood-Borne Pathogens Policy for each site
 - Blood-borne pathogen policies must be posted or readily available in all locations where the possibility of exposure exists and must be immediately accessible on site to all current students and program personnel including preceptors.

Clinical Paperwork Policy – Clinical Education Site

Prior to becoming a formalized clinical education site, the CCE or PD will perform a clinical site evaluation to ensure that the site is a safe and conducive learning environment. Each active site will also be evaluated at least once a year. Each active clinical site is expected to provide proof of therapeutic equipment safety checks/calibration annually. Preceptors at each site will receive feedback regarding the clinical site evaluation. Additionally, site must have readily obtainable access to an Emergency Action Plan (or critical incident policy) and blood-borne pathogens policy.

Clinical Performance Evaluations - Professional Behavior Assessment and Milestones

Student performance during a clinical education experience will be assessed by a Clinical Performance Evaluation. The assessment will be conducted at mid-term and at the end of the clinical experience, with one exception for the 4-week immersive in which the clinical performance evaluation will be used at the end of the 4-week immersive to identify the student’s baseline characteristics. The Clinical Performance Evaluation will consist of a number of “core items” that are consistently evaluated during each evaluation period. In addition, the Clinical Performance Evaluation will also contain items identified for each clinical experience. The timing of the students within the program as well as the goals for each of the specific rotations will identify the additional items on the Clinical Performance Evaluation. The Clinical Performance Evaluation will identify any deficiencies in a student’s professional behavior and will demonstrate a student’s progression along a continuum of clinical competence development. The student is expected to earn satisfactory ratings on the Clinical Performance Evaluation*. Any deficiencies will result in a growth plan. Students that do not meet the minimum requirements on the final Clinical Performance Evaluation will complete a growth plan in conjunction with the preceptor and CEC to address deficiencies. A student who fails to complete the growth plan will be placed on probation and will need to follow the procedures identified in the AT Matriculation Requirement section of this handbook.

**A satisfactory rating is considered “Level 1” for students in the first year, “Level 2” for students at the end of the summer II immersive/middle of the Fall of Year 2, and “Level 3” for students in the last semester of the academic program.*

Clinical Preceptor and Site Evaluation Procedures*

The athletic training student is expected to complete a formal evaluation of each of their preceptors as well as their clinical site twice a semester (once for the 3-week immersive). Each evaluation is completed via Typhon and instantly accessible by the preceptor. The evaluations will be gathered and synthesized into an evaluation packet for each preceptor and delivered as feedback annually.

Year	Semester	Clinical Course	Clinical Performance Evaluation (preceptor completed)	Preceptor and Site Evaluation (student completed)
1	Sum	KINE 5715	Once: final (provides baseline measures)	Once (final)
	Fall	KINE 5735	Twice: mid-term and final	Twice: mid-term and final
	Spring	KINE 5765	Twice: mid-term and final	Twice: mid-term and final
2	Sum	KINE 5775	Twice: mid-term and final	Twice: mid-term and final
	Fall	KINE 6725	Twice: mid-term and final	Twice: mid-term and final
	Spring	KINE 6755	Twice: mid-term and final	Twice: mid-term and final

*The number of evaluations may change due to the clinical site timing and placement because of the COVID-19 pandemic.

In addition, the CCE will complete an annual evaluation of each clinical site and clinical preceptor that is assigned a student. The annual evaluation will include summative feedback from student evaluations and considerations for preceptor growth.

UVA Professionalism Criteria and Professional Development Review Form and Growth Plan

Students are expected to meet professionalism expectations in seven major areas: physical and mental health; personality characteristics; responsibility characteristics; communication skills; social relationships; awareness of personal responsibilities; and commitment to the profession and patient care. Any noted concerns regarding the student's development in any of these areas may initiate the process of completing a Professional Development Review Form and Growth Plan. Preceptors who complete a form must share the form with students to get the student's acknowledgement. Next a growth plan meeting is scheduled with the student, preceptor, CCE and/or the Program Director to discuss and develop a growth plan. Failure of the student to meet the specified steps in the growth plan may result in probation or dismissal from the program.

Disciplinary Decisions Appeals Process

In situations where an athletic training student wishes to appeal a disciplinary decision at their affiliated clinical site or alleges any other violation of student rights in the clinical setting, s/he/they should request a meeting with their assigned Preceptor. If the problem is not resolved between the preceptor and the athletic training student, s/he/they may request a meeting with the AT Clinical Education Coordinator and Program Director.

Clinical Education Expectations Policy

Athletic training experiences are planned to provide each student with a combination of 3 elements: 1. patient encounters, 2. clinical activities and 3. clinical hours. The combination of all three is important for procuring a well-rounded experience. This policy describes how each element contributes to meeting minimum expectations for each experience.

Clinical Hours

We have a clinical hour policy that is in place to protect the student’s health and well-being. Each clinical experience must not exceed a specified number of clinical hours identified in the table below. These hours will be accumulated as part of 6 clinical education courses (KINE 5715, 5735, 5765, 5775, 6725, and 6755). Although there is no strict minimum hour requirement per experience, there are guidelines for the amount of time that a student should spend, at minimum, at each site to experience the fullness of the experience. Instead of an hour minimum, to maximize the quality of the clinical experience, each student has to document a minimum number of patient encounters for each experience (see below). In addition, there is a maximum overall value that is in place to protect the student from being overworked.

Year	Semester	Clinical Course	Clinical Hours Required	Required Clinical Education Opportunities†
1	Summer	KINE 5715	Min = 75*; Max = 180	4 week immersive
	Fall	KINE 5735	Min = 250*; Max = 550	15-week Hybrid immersive
	Spring	KINE 5765	Min = 250*; Max = 550	15-week Hybrid immersive
2	Summer	KINE 5775	Min = 10*; Max = 30	6-week Gen Med
	Fall	KINE 6725	Min = 420*; Max = 600	14-week immersive
	Spring	KINE 6755	Min = 250*; Max = 550	14- Hybrid immersive on or off grounds
TOTAL			Min: 1,255; Max: 2,460	

* Hours minimum suggested

†Additionally, students are expected to complete/participate in supplemental clinical education activities, complete required paperwork outlined in each course syllabus, and successfully pass an OSCE and comprehensive examination.

Clinical Activities

Each clinical experience also has a list of activities that are required in order to complete the clinical experience. These activities are tied to the type of clinical experience as well as the student’s professional development plan and the agreed upon goals between the CCE, preceptor, and student for the clinical experience. All activities must be satisfactorily completed in order for the student to progress to the next clinical experience. In the cases, when the experiences can’t be replicated with real patients, simulation may be used.

Clinical Encounters

Students are required to participate in and document a set number of patient encounters per clinical experience. The specific number of patient encounters are identified in each of the clinical experience class syllabi. In addition, a targeted set of cases is identified for

each clinical experience. These cases are tied to the type of clinical experience as well as the student's professional development plan and the agreed upon goals between the CCE, preceptor and student for the clinical experience. In the cases, when the experiences can't be replicated with real patients, simulation may be used.

Student Documentation Requirements in Typhon

All students will go through a Typhon training to learn how to navigate the online student tracking system. As part of the clinical experience, students must enter into Typhon the following:

1. A complete log of all cases, in which the student participated in the care of a patient from whom they obtained a partial or full **history and physical examination** OR completed consistent **patient interventions in Typhon**. The patient log requires data about the patient encounter. The student can expect to spend 30 minutes – 1 hour of their clinical time daily on documenting hours, experiences, and patient encounters and cases in Typhon.
2. Students must also use the Typhon system to keep track of their clinical hours. The final clinical hours summary or log can be signed by the student's preceptor. Students will also use Typhon to develop a portfolio that is continuously updated throughout their clinical experience. The system may be accessed via the internet on any devices with internet capabilities.
3. Students will keep copies of required clinical paperwork (outlined in the previous policy) in Typhon.

It is the responsibility of the Athletic Training Student to record their start time and end time in Typhon. In Typhon students are given up to **14 days** to document clinical hours and clinical encounters.

If students fall behind in their clinical documentation, they will be notified, and a plan will be established to get the student back on track. A student may even be removed from a clinical site until they complete necessary documentation, which can affect the student's grades. If it is determined that the ATS is in danger of logging an excess of hours with a clinical rotation, the CCE will contact the preceptor for that clinical education rotation and develop a plan so the student can maintain a balance between clinical hours and academics.

Any ATS that does not meet the semester clinical hours, activities, and encounters requirements will receive an "I" in that particular Clinical Practicum and will not be eligible to enroll in the upcoming practicum course.

Clinical Education Schedule Policy

Each Preceptor will communicate a schedule of clinical hours for the ATS in two ways: 1.) a general overview of weekly clinical experience hours expected for the semester through the Clinical Schedule Agreement completed during orientation and 2.) a specific weekly schedule scheduled ideally one week in advance. **Each student must be allowed at least one day away from a clinical site during a seven-day period.**

All clinical education experiences are tied to clinical practicum courses. Clinical education experiences start officially on the first day of class and end on the last day of finals for long semester classes in the fall and spring semesters. *Clinical preceptors are highly encouraged to modify the clinical education schedule during the final examination period to ensure that students have time to adequately prepare for final examinations.* The start date for the summer immersive experiences can vary from student to student and is based on a mutually agreed start date between the clinical preceptor and student. Nonetheless the required minimum length of the clinical experience is either a 3-week experience for students enrolled in KINE 5715 or a 6-week period for students enrolled in KINE 5775.

Students are encouraged to partake in clinical education activities that fall outside the normal academic calendar, but these opportunities are voluntary (ex. Spring or winter break, post season, etc...). If a student chooses to engage in additional clinical education opportunities, those hours must be documented and must be counted towards the hours accrued for the respective clinical education assignment. These hours are not to exceed the hours identified as the maximum hours that can be earned towards a clinical education experience for the respective semester. For example, a first-year student assigned to a clinical education experience with a preceptor that provides clinical care to a Division I baseball team, may voluntarily choose to continue with the clinical education experience in post-season, which extends beyond the spring semester academic calendar. The combination of clinical education hours obtained in the spring semester plus the additional clinical education hours accrued in post-season play must not exceed the maximum number of hours that a first-year student in the spring semester may earn. The minimum clinical education hours required for each semester should be earned by the time that clinical education hours are due on the last date of the semester.

Policy on Transportation to Clinical Education Sites

Students in the University of Virginia Athletic Training Program need to have consistent access to a mode of transportation to be able to attend clinical education experiences. Students should be aware that costs associated with traveling to and from clinical education sites are not covered by the program nor the affiliated site. Students should be prepared to have at least one, if not multiple clinical education placements, that are not on-grounds and will require **travel up to 70 miles from UVA. Students choosing to engage in a clinical placement outside of Central VA will incur the cost of travel, room, and board.**

Policy on Transporting Patients

Students in the University of Virginia Athletic Training Program are not allowed to transport patients in their own personal vehicle. If the student plans on attending a doctor's visit, they may ride in a university approved vehicle or meet the patient at the designated appointment location.

Criminal Background Check

Students may be required to complete a criminal background check (CBC) with the program based on the requirements of their clinical placement. The CBC will be processed by

the Virginia State Police using state and federal records. Cases that do not pass the program required criminal background check may impact a student's ability to complete a clinical rotation at certain clinical sites and has potential implications for the student's ability to sit for the Board of Certification Examination. Some clinical sites may require students to undergo a secondary criminal background review or drug examination using their own vendor, which may incur an additional cost.

Immunization Policy

Prior to beginning clinical education rotations, students will have a record of all of the following current, completed immunizations on file with the Clinical Education Coordinator (submitted via Typhon): MMR, Polio, Tuberculosis, Hepatitis B, COVID and Tetanus. The university requires all students to complete a Pre-Entrance Health Form that includes immunization records. Please go to the following link (**student health**), complete the form and submit the necessary information to UVA Health. Once UVA receives the information, they will process the forms and students can obtain a copy to submit to Typhon via the student's Healthy Hoos account. Students are also required to receive an influenza vaccination **each fall semester** in the program. Each student will present the proof of flu vaccination to the Medical Records Office in the [UVA Student Health and Wellness Center](#). Students will receive a sticker for his/her UVA Health System name badge, which signifies compliance with this policy. In addition, proof of the flu vaccination must be submitted to Typhon documentation as well. Not receiving a compliance sticker may affect a student's ability to interact with patients within the UVA Health System.

Sexual Harassment Policy

The University of Virginia Athletic Training Program has a zero tolerance policy for sexual harassment. Any potential uncomfortable situation that may be perceived as sexual harassment should be reported to the CCE or PD in confidence as soon as possible. Do not attempt to "handle" the situation alone. Proper procedures are established and will be followed. There are numerous situations in sports medicine that make sexual harassment a particularly sensitive issue. Athletic trainers use touch both therapeutically and in the course of injury evaluation. Professionalism and sensitivity are of utmost importance. Athletic trainers should not lie on treatment tables, joke about sensitive issues, or touch other individuals inappropriately. Please refer to <http://eocr.virginia.edu/title-ix> for UVA's Policy on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence.

Appearance and Dress Code

It is important for the ATS to be recognizable as a health care provider. Whenever at a clinical site, the student will dress in the appropriate attire. The student must be neat (wrinkle-free, shirts tucked in, pants waist height) and clean. The preceptor may reserve the right to send a student home if they do not meet the dress code outlined in this resource manual. The dress code may have slight changes with each clinical assignment, however basic clothes that must be purchased and worn include:

- Outdoor weather gear

- Khaki shorts (minimum 5" inseam) and/or pants
- UVA t-shirts or team issued apparel is acceptable
- Name tag – UVA Health System ID
 - *The UVA Health System ID identifies the athletic training student as a student. This is the mechanism used by the program so that clients/patients/stakeholders can differentiate students from credentialed providers.*
- Closed toe shoes

Hair and Grooming

The ATS should keep a neat and clean appearance. This includes keeping haircuts clean, neat and orderly, long hair pulled back so it is not limiting vision, being properly shaven, and not wearing excessive makeup. In accordance with the Center for Disease Control and Prevention Guidelines for Hand Hygiene (<http://www.cdc.gov/handhygiene/Guidelines.html>), natural nail length should be less than ¼ of an inch and artificial nails and chipped nail polish are prohibited.

Jewelry

Athletic Training Students (both male and female) should refrain from wearing loose, dangling, distracting or excessive jewelry while providing care. This includes large/dangling earrings, necklaces/chains, and bracelets. No visible body piercings are permitted (excluding earlobes). The preceptor reserves the right to ask an athletic training student to remove any excessive jewelry that may pose a danger to student-athletes or inhibit the athletic training student from performing their duties.

Personal Emergencies

Any athletic training student who is unable to fulfill their professional obligations due an emergency must notify their preceptor at the earliest possible time. An emergency is defined as a situation that involves the athletic training student or a member of their immediate family and will require an unscheduled absence from assigned responsibilities.

Interpersonal Relationships

It is not acceptable for ATS to date or form close personal relationships with a patient. This is not professional and places you in a compromising position. Dating of preceptors is strictly prohibited. Discovery of such relationships may result in re-assignment or dismissal from the clinical experience.

Social Media and Cell Phones

It is not acceptable for the athletic training student to “friend” a student athlete or preceptor. Students must be cognizant of all status postings and picture postings and tags need to remain professional. It is impermissible to discuss the condition of any student-athlete or team on any internet posting. Students must also use discretion when posting photographs of

athletic competition or athletic training room operations. Cell phones used during clinical hours should be for educational or emergency purposed only.

Alcohol / Drug Policy

The athletic training student is obligated to adhere to the clinical site policy and the University policy on drugs and alcohol: [UVa Drug and Alcohol Policy](#). Violation of this policy may result in removal from the clinical experience, with an automatic grade of unsatisfactory on your evaluation for this clinical experience. Athletic training students will not consume alcohol prior to or during the performance of their assigned duties. If a student is considered impaired by a preceptor, he/she may be subject to removal from the clinical experience. Drug use of ANY kind that is non-therapeutic in nature will not be tolerated and is grounds for dismissal from the clinical experience.

Punctuality

The Athletic training student is expected to arrive for their assignment at the scheduled time. Repeated lateness/tardiness will result in disciplinary action. Students are expected to contact preceptors in a timely fashion with the mode of communication designated as appropriate by the preceptor.

Confidentiality

The Athletic training student is expected to follow the University of Virginia Health System Privacy and Confidentiality Policies as well as any specific policies of the specific clinical education site. Students are required to complete the University of Virginia Health System Privacy and Confidentiality training prior to the commencement of the first clinical practicum. Violation of these policies may result in removal from the clinical experience, with an automatic grade of unsatisfactory on as evaluation for the clinical experience.

Outside Employment

Although students are allowed to have outside employment they are highly encouraged to keep outside employment to a minimum. Students are informed that clinical education opportunities take priority over employment/job hour requirements. They are encouraged to communicate with both the employer and preceptor to ensure that there are no conflicts in schedule. It is unacceptable for students to miss clinical education opportunities for employment opportunities.

APPENDICES

Appendix A

UNIVERSITY OF VIRGINIA AT PROGRAM STUDENT RESOURCE MANUAL & POLICY ACKNOWLEDGEMENT STATEMENT

This resource manual has been developed to aid in your success as a student in our program. It is to be used as a guide and resource during your various academic and clinical experiences within the Athletic Training Program at the University of Virginia (UVa). It contains specific information on a variety of topics including program guidelines, expectations and general responsibilities. The Athletic Training Student Resource Manual reflects the requirements of the Athletic Training Program at UVa. Athletic training students are required to read the manual, become familiar with the content, agree to abide by program policies and procedures and then sign this acknowledgement statement. Throughout the year, it may be necessary to make changes or write amendments to the Student Resource Manual. The faculty and staff will notify you of changes as they occur. You are encouraged to ask questions to clarify any areas of confusion. You are responsible for implementing the information within the Student Resource Manual.

I, _____, have read the UVa ATP Student Resource Manual and the policies therein. I agree to follow all policies and procedures defined in the Student Resource Manual. I understand changes may occur throughout the year and I understand I will be notified of such changes. I know I will be expected to implement the changes. I understand that failure to follow the written guidelines outlined in the Student Resource Manual could result in consequences to my grade and status within the program, and possible dismissal from the ATP.

Each student must verify that he/she has read each statement **by initialing and dating each statement:**

1. Has the ability to meet the program's **technical standards** with or without reasonable accommodations. These technical standards are necessary for full participation in the curriculum and it is expected that students will function independently, which generally means, without the aid of an intermediary, to achieve proficiency in all curricular areas. Applicants and students should review the technical standards for the MSAT program carefully. A student who has a disability may request reasonable accommodations. Students who feel they may require accommodations in order to complete the curriculum due to a disability must work with the Student Disability Services to discuss possible accommodations; _____

2. Has an immunization status consistent with the program requirements. The student will submit all required immunization documents to the university upon commencing the program and will continue to maintain current immunizations throughout the program; _____

3. Has read and understands the program's communicable disease policy;

4. Has reviewed and understands the MSAT program policy and procedure manual;

5. Understands that criminal background checks, finger printing and drug testing may be required at specific clinical sites. _____

Students must also participate in the following trainings:

- 1. UVA Health System Patient Privacy and Confidentiality Training

- 2. UVA Infection Prevention and Control Training (annually) _____
- Emergency cardiac care. [Students may not participate in clinical experiences without current ECC certification]. _____

Athletic Training Student Signature _____

Date _____

Print Name _____

Appendix B

Technical Standards for Admission Athletic Training Program University of Virginia

The Athletic Training Program at the University of Virginia is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An 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 athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Each individual admitted to the Athletic Training Program must meet the following abilities and expectations. 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.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATA-BOC, Inc. certification examination, or imply absolute competency to pass the examination.

Candidates for selection to the Athletic Training Program must demonstrate:

1. The capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Ability to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to communicate in the English language at a level consistent with competent professional practice;
4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the Athletic Training Program as outlined and sequenced;

7. Flexibility and the ability to adjust to changing schedules, situations and uncertainty in clinical situations;
8. Affective skills and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

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

I certify that I have read the technical standards for the selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant

Date

Alternative statement for students requesting accommodations:

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 Student Disability Access Center to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date

Appendix C

Environmental Safety and Blood Borne Pathogen

Environmental Safety UVA Athletics

A. Fire Safety

- All storage will maintain at least 18 in. clearance from the ceiling to promote sprinkler systems ability to work effectively in the event of a fire.
- Department personnel and students will participate in fire drills, as scheduled by the Athletics Department.
- Oxygen tanks will be maintained and stored in the physicians examining room when not being utilized by team athletic trainers

B. Equipment Management

- All electrical equipment will be calibrated and checked for electrical leakage on an annual basis (contracted with Sammis-Preston).
- All defective equipment will be tagged with a description of the problem and removed from the patient care area.

C. Hazardous Materials

- All cleaning/disinfecting solutions or caustic solutions will be stored in their original containers or in dispensing bottles that are clearly marked with the name of the solution.

Blood-borne Pathogens – Exposure Control Plan

The purpose of the Blood-Borne Pathogens Exposure Control Plan is to: 1) Comply with the Occupational Safety and Health Administration (OSHA) Blood-borne Pathogens Standard, 29 Code of Federal Regulations (CFR) 1910.1030. 2) Eliminate or minimize occupational exposure to blood or certain other body fluids.

This policy is subject to updates as new knowledge is acquired.

A. Exposure Determination:

- The following job categories have a potential for exposure:
 - Physicians
 - Athletic Trainers
 - Sports Medicine Students (graduate and undergraduate)

B. Method of Compliance:

- Sharps containers, hazardous waste material containers, and needle stick – prevention procedures will be utilized and maintained
- Hand washing will be diligently practiced
 - Antiseptic hand cleanser will be utilized when washing with water and soap is not feasible. Hands will be washed with soap and water as soon as feasible

- Eating, drinking, smoking, applying cosmetics, and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials
- Food and drink shall not be kept in the same refrigerators, freezers, cabinets, or on countertops where blood or other potentially infectious materials are present

C. Biohazard Management:

- Specimens of blood or other potentially infectious materials shall be placed in a plastic zip-lock bag that prevents leakage during collection, handling, processing, storage, transport, and shipping. The container must be closed before storage, transport, or shipping.
- During drug testing, the student athlete will be instructed to place and tighten the lid on the container, place the security tape across the closed containers, and place the container in the plastic bag. Gloves are to be worn when assisting with the transfer of specimens into a transport container or refrigerator.
- Containers must be labeled with a biohazard symbol and the word BIOHAZARD if they go out of our facility.

D. Contaminated Instruments:

- Instruments which may be cleaned and re-used should be wrapped, marked with the facility name, and left on Keith Thomson's desk. Disposable instruments should be disposed of in the appropriate sharps containers.

E. Personal Protective Equipment:

- All personal protective equipment will be provided, repaired, cleaned, and disposed of by the athletic department at no cost to employees. Athletic department personnel shall wear personal protective equipment when performing procedures in which exposure to the skin, eyes, mouth, or other mucous membranes is anticipated. The articles to be worn will depend on the expected exposure. Gloves, fluid-resistant gowns, face shields, resuscitation bags, and pocket resuscitation masks will be made available as necessary.
- Gloves will be made available to the general sports medicine staff for immediate use and inclusion in athletic training field kits. Gloves can be found in common patient treatment areas and in the physicians examination room, and should be worn in the following situations:
 - o when it can be reasonably anticipated that hands will contact blood or other potentially infectious materials, mucous membranes, and non-intact skin.
 - o when performing vascular access procedures.
 - o when handling contaminated items or surfaces, including laboratory specimens.
- Gowns and masks are available in the physicians examination room.
- Protective or personal garments and towels penetrated by blood should be placed in a blue waterproof bag as soon as possible for laundering.

F. Laundry

- The laundry areas in the Equipment Room of the McCue Center / University Hall / John Paul Jones Arena and will be utilized for all laundry for the Sports Medicine Department.
- All laundry will be treated as if contaminated. Employees and students, including equipment room personnel, should wear gloves when transferring laundry to washing machines.

- Laundry in a blue bag is known to be exposed to blood, and employees should wear gloves and fluid resistant aprons when transferring laundry from a blue bag into washing machines.

G. Housekeeping:

- Disinfect work surfaces with a disinfectant solution, such as Cavicide, in the following situations:
 - after completing any treatment on a student-athlete with an open wound
 - immediately after performing a first aid procedure
 - immediately, or as soon as feasible, when overtly contaminated or after any spill of blood
 - at the end of the work shift
- Pillowcases in contact with any body fluid should be changed and the plastic pillow cover cleaned with a disinfectant solution.
- All spills of blood or other body fluids must be treated as follows:
 - Wear gloves
 - Sprinkle absorbent powder on spill and allow to gel
 - Pick up gelled spill with a designated spatula and place in biohazardous waste bag
 - Apply disinfectant solution and wipe with cloth. Reapply disinfectant and allow to remain wet for 10 minutes
 - Place contaminated materials in the biohazardous waste bag
- The above procedure may be performed by the athletic department custodial staff as well as by members of the athletic training staff.

H. Waste Containers:

- Free flowing bulk infectious waste can be disposed of through the sewer system by pouring into toilets and dirty sinks using appropriate protective equipment to prevent accidental exposure.
- When near capacity, contaminated waste containers (CMC) will be closed prior to moving to prevent spillage. The bags in the contaminated material containers will be twisted and taped closed, the lid then folded over, secured and taped with packaging tape.
- CMCs and needle boxes will be taken to the McCue Athletic Training Room after the containers are closed. A waste pick-up request form will be completed online through the UVA Environmental Health and Safety website. CMCs will be disposed of in accordance with the Virginia Department of Waste Management regulations.

I. Communication of Hazards to Employees:

- Employees and students will be trained regarding bloodborne pathogens and exposure control safety using an online course, and training will be repeated annually. Online training sessions will be coordinated through Employee Health.
- Biohazard warning labels will be on CMCs, and are affixed to refrigerators containing blood or other potentially infectious material.

J. Hepatitis B Vaccination Policy:

- All employees and paid sports medicine students identified as having potential for exposure to bloodborne pathogens will be offered the Hepatitis B vaccination series at no cost to them. In addition, these individuals will be offered post-exposure evaluation and follow-up at no cost should they experience an exposure incident on the job.

- Volunteer students working in the athletic training room will be advised to receive the Hepatitis B vaccine at their own expense. A waiver form will be signed if the student declines receiving the vaccination prior to starting activities associated with athletic training.
- Medical care and vaccination series will be according to the most recent recommendations of the US Public Health Services.
- The vaccination will be made available to employees after they have attended training on the bloodborne pathogens and within 10 working days of initial assignment to a job category with a potential for exposure. The vaccination series will not be made available to employees who have previously received the complete hepatitis B vaccination series, to any employee who has immunity as demonstrated through antibody testing, or to any employee for whom the vaccine is medically contraindicated
- Any employee at risk of occupational exposure who chooses not to take the hepatitis B vaccination will be required to sign a declination statement.
- Students (non-compensated): The University of Virginia, based on national guidelines, Virginia law, and national college health standards, requires proof of immunization for required vaccines (including Hepatitis B series) before matriculating, or students sign a waiver declining the vaccination.

K. Post-Exposure and Follow-up of Exposure Incidents.

An exposure is:

- blood/OPIM contact with eyes, nose, mouth, other mucous membranes, or broken skin,
- blood/OPIM contaminated sharps injury, or
- blood contact over a large area of apparently intact skin

In the event of exposure, students must:

- Wash the area with soap and water.
- If applicable, flush eye, nose or mouth with water for 15 minutes.
- Students who are not receiving compensation should be directed to Student Health. During nights and weekends, treatment may be sought at the UVA Hospital Emergency Room
- All exposures must be reported to the immediate supervisor, such as a clinical preceptor

Evaluation and treatment of exposures is confidential and will be given by or under the supervision of a licensed physician and will include:

- documentation of the route(s) and circumstances of your exposure; and
- documentation of the source individual, if known.

If the infectivity status of the source individual is unknown and blood is available, it will be tested for HIV, hepatitis B and C in accordance with state law. You will be told what the test results are and what they mean for you.

If the student consents, his or her blood will be tested as soon as possible after exposure to provide baseline hepatitis B, C and HIV status. If the employee does not consent to HIV testing, the sample will be stored for 90 days and tested if the employee consents in that time period.

Post-exposure prophylaxis will be offered to exposed students when medically indicated and as recommended by the US Public Health Service. Counseling and medical evaluation will be offered for any reported illnesses the student develops as a result of the exposure.

L. Administration of Post-Exposure Evaluation and Follow-Up.

The following information upon request will be provided to the healthcare professional evaluating the exposed student:

- a copy of 1910.1030 Bloodborne Pathogens Standard;
- a description of the student's duties as they relate to the exposure incident;
- documentation of the route(s) and circumstances of the exposure;
- results of the source individual's blood testing, if available;
- all medical records relevant to the student's treatment including vaccination status.

UVA WorkMed, UVA Employee Health or Student Health Services will give the student a copy of the evaluating healthcare professional's written opinion within 15 days of the evaluation. The opinion will be limited to following:

- the results of the evaluation; and
- any medical conditions resulting from the students's exposure

All other findings will remain confidential and will not be included in the written report.

Appendix D

COMMUNICABLE DISEASE POLICY

The purpose of the University of Virginia Athletic Training Program Communicable Disease Policy is to protect the health and safety of the students enrolled in the ATP. The ATP recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases. Therefore, it is recommended that athletic training students not report to their clinical site if they have active signs or symptoms of a communicable disease.

This policy is designed to provide athletic training students, preceptors, and athletic training faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

In situations where the athletic training student is ill, he/she should immediately notify the preceptor they are currently assigned to and either the Athletic Training CEC or Program Director of their status. Athletic training students with illnesses are required to see an appropriate healthcare provider to determine if the illness is actively communicable or if their illness will cause them to miss class and/or clinical responsibilities. Athletic training students may use their own personal healthcare provider or the UVA Student Health Center. (The ATS is responsible for his or her health insurance and are responsible for all related charges). The athletic training student is to follow the recommendations and guidelines of that physician. The student is also required to provide the program and preceptor with the health care providers recommendations on when he/she is able to safely participate in clinical and classroom activities. The following table from the CDC outlines a list of communicable conditions and common work restrictions for healthcare professionals ([LINK](#)).

In the event that an ATS will miss multiple days from their clinical experience or class, a decision of the student's clinical status will be decided by the CEC and Program Director. This may result in a reassignment of clinical responsibilities, a grade of incomplete due to medical reasons, and/or opportunities to make up lost clinical experiences.

What are Communicable Diseases?

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

APPENDIX E

University of Virginia Athletic Training Program
Academic Development Review Form & Growth Plan

REVIEW FORM

Student's Name: _____ Date: _____

The concern was observed in which of the following settings:

Check all that apply:

Please specify:

- Academic class _____
- Lab section _____
- On-grounds clinical education setting _____
- Off-grounds clinical education setting _____
- Other: _____

Nature of the concern? (Check all that apply)

<input type="checkbox"/> I. Cumulative GPA	<input type="checkbox"/> V. Comprehensive Capstone
<input type="checkbox"/> II. Athletic Training Coursework Grade (Clinical and Didactic)	<input type="checkbox"/> VI. OSCE
<input type="checkbox"/> III. Competencies/Proficiencies in Clinical Course	<input type="checkbox"/> VII. Clinical Education Hours and Paperwork
<input type="checkbox"/> IV. Professionalism Evaluation	

Directions: Please describe the situation or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Attach any additional relevant documentation. (Use additional paper as necessary.)

Student signature indicates notification regarding concern(s) and is not an indication of agreement.

Student Signature: _____ Date: _____

Faculty or preceptor's signature indicates that the student has been informed in writing of the concern(s) and of the need to complete a formal review meeting and growth plan.

Faculty/Preceptor: _____ Signature: _____

Date: _____

University of Virginia Athletic Training Program
Academic Development Review Form & Growth Plan

GROWTH PLAN

Student's name: _____ Date: _____

Personnel Present: _____

Growth Plan Description (include description of required actions/activities and due dates):

Meeting Outcomes:

Student Signature Date

Preceptor Signature (if applicable) Date

Athletic Training Coordinator of Clinical Education Signature Date

Athletic Training Program Director Signature Date

University of Virginia Athletic Training Program Professional Development Report and Growth Plan

1. *A report and growth plan should be completed for any student who fails to meet one or more of the criteria below during the course of a clinical education rotation.*
2. *This report will be reviewed by the preceptor, CCE and Program Director. Due process will be observed, appropriate action via a growth will be taken, and the report will be filed in the student's program file. A student that fails to meet the terms of a growth plan will be subject to possible probation, suspension or removal from the program.*

CRITERION I: PHYSICAL AND MENTAL HEALTH*

Indicator IA: The Student is free of any chronic illness that causes frequent or persistent absences; has sufficient energy to complete tasks promptly and not fall behind with the tasks to be performed.

Indicator IB: The Student is in good mental health and able to cope with demands and problems appropriately.

CRITERION II. PERSONALITY CHARACTERISTICS

Indicator IIA: The Student is able to interact and relate to others with confidence, is able to initiate conversation, contribute to or lead discussion, speak before a group, or take a leadership role.

Indicator IIB: The Student participates cooperatively in group enterprises and contributes constructively to the group objective; disagrees courteously, avoids sarcasm, makes constructive suggestions, takes suggestions; accepts constructive criticism; and modifies behavior appropriately.

Indicator IIC: The Student maintains an awareness of the implications which gender characteristics have upon human relationships; avoids situations that offend institutional and community mores.

CRITERION III: RESPONSIBILITY CHARACTERISTICS

Indicator IIIA: The Student meets university, program and affiliated clinical education site requirements and deadlines promptly; anticipates needs and problems and plans ahead; adapts to institutional or professional standards and policies.

Indicator IIIB: The Student is on time for class, clinical assignments and appointments; submits assignments and completes requirements at the appointed time; meets program deadlines, arranges ahead of time for unavoidable delays or absences; and does not solicit exceptions for any but very special and legitimate circumstances.

Indicator IIIC: The Student acknowledges his or her own responsibility and culpability, does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.

CRITERION IV: COMMUNICATION SKILLS

Indicator IVA: The Student speaks and writes with clarity, fluency and correctness; makes few grammatical errors; does not over use colloquialisms or clichés; adjusts the level of formality to the situation; provides a good model of spoken and written English.

CRITERION V: SOCIAL RELATIONSHIPS

Indicator VA: The Student relates easily and appropriately to others; complies with rules and seeks change using established channels; reports problems with university or affiliated clinical site operations with reference to specific evidence and reasonable courtesy.

Indicator VB: The Student relates easily and appropriately to patients and athletes and others responsible to him or her, providing leadership or direction while involving others and listening to and incorporating their desires and concerns.

CRITERION VI: AWARENESS OF PERSONAL RESPONSIBILITIES

Indicator VIA: The Student demonstrates sensitivity to social expectations in varied environments; adapts to expectations for dress, appearance, personal hygiene, and language level; meets social standards of conduct of interpersonal interaction, and of discharging responsibilities without compromising personal integrity; shows consideration for others.

Indicator VIB: The Student takes responsibility for his or her personal appearance, in the appearance of his or her work, and in the order of his or her environments.

CRITERION VII: COMMITMENT TO THE PROFESSION AND PATIENT CARE

Indicator VIIA: The Student has a commitment to athletic training as a career, asserts his or her intention of becoming an athletic trainer, and expresses and demonstrates the desire to be a superior athletic trainer.

Indicator VIIB: The Student understands and complies with precautions and contraindications of patient care delineated by preceptor and within the standards of practice.

Indicator VIIC: The Student demonstrates ethical/legal behavior in the provision of patient care under the supervision of a preceptor.

Indicator VIID: The Student consistently and completely follows policies and procedures set forth by the preceptor at the respective clinical education site.

Indicator VIIE: The Student is patient-centered and culturally competent and interacts with others in a culturally and situational appropriate manner. The student does not engage in overt or micro-aggressions to others based on gender, race, religion, sexual orientation, etc...

**Please note that in compliance with the American Disabilities Act (ADA), accommodations are made for students with disabilities. Accommodations outside of the Athletic Training Education Program's technical standards can be requested by students from University of Virginia Office of Disability Services.*

University of Virginia Athletic Training Program
Professional Development Review Form & Growth Plan

REVIEW FORM

Student's name: _____ Date: _____

The behavior of concern was observed in which of the following settings:

Check all that apply:	Please specify:
<input type="checkbox"/> Academic class	_____
<input type="checkbox"/> Lab section	_____
<input type="checkbox"/> On-grounds clinical education setting	_____
<input type="checkbox"/> Off-grounds clinical education setting	_____
<input type="checkbox"/> Other:	_____

Nature of the concern? (Check all that apply)

<input type="checkbox"/> I. Physical and Mental Health <input type="checkbox"/> II. Personality Characteristics <input type="checkbox"/> III. Responsibility Characteristics <input type="checkbox"/> IV. Communication Skills	<input type="checkbox"/> V. Social Relationships <input type="checkbox"/> VI. Awareness of Personal Responsibilities <input type="checkbox"/> VII. Commitment to the Profession and Patient Care
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Directions: Please describe the behavior, situation or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Attach any additional relevant documentation. (Use additional paper as necessary.)

Student signature indicates notification regarding concern(s) and is not an indication of agreement.

Student Signature: _____ Date: _____

Faculty or preceptor's signature indicates that the student has been informed in writing of the concern(s) and of the need to complete a formal review meeting and growth plan.

Faculty/Preceptor: _____ Signature: _____

Date: _____

University of Virginia Athletic Training Program
Professional Development Review Form & Growth Plan

GROWTH PLAN

Student's name: _____ Date: _____

Personnel Present: _____

Growth Plan Description (include description of required actions/activities and due dates):

Meeting Outcomes:

Student Signature Date

Preceptor Signature Date

Athletic Training Coordinator of Clinical Education Signature Date

Athletic Training Program Director Signature Date

APPENDIX F – OSCE and Cumulative Exam Remediation

**University of Virginia M.S. in Athletic Training Program
Remediation Procedures for OSCE and Comprehensive Examinations**

Comprehensive Examinations: Students must attain a 70% or higher on a comprehensive examination.

First Occurrence: Students who fail to pass the examination with a 70% will be required to complete a growth plan, undergo remediation procedures including the creation of a study plan, retake and pass the examination with a score greater than or equal to 70%. The student will earn an “I” grade for the course until all remediation procedures are completed.

Subsequent Occurrence: Students who fail to pass a comprehensive examination with a 70% or higher on more than one occasion will be placed on academic probation.

OSCE Assessment: This requires earning an overall competent/proficient rating on each section of the OSCE rubric and 65% overall on each section of the rubric. At least two program officials will review all OSCEs that did not earn a Proficient rating.

Not Proficient	Student did not successfully pass OSCE assessment
Proficient	Students must: 1.) earn an overall competent rating on each section of the rubric and 2.) earn 65% overall on each section of the rubric

First Occurrence: Students who fail to pass the OSCE will be required to complete a growth plan, undergo remediation procedures including the creation of a study plan, retake and pass the OSCE. The student will earn an “I” grade for the course until all remediation procedures are completed. Students will have no more than two opportunities to obtain a “Proficient” rating or higher for an OSCE assessment.

Second Occurrence: Students who fail to pass an OSCE on more than one occasion will be placed on academic probation.

Students that do not meet the minimum criteria for the comprehensive examinations and OSCE assessments on the first try will be required to go through formal remediation.

Steps for Remediation:

1. Once the student has been informed that they will be required to repeat a portion of the testing, they will print a copy of the UVA M.S. in Athletic Training Remediation Form found on their Canvas course site.
2. Students should complete the form (page 2 only) and turn in a copy of the form (digital signatures allowed) to the instructor of record and program officials (PD and CEC) within 72 hours of notice.
3. The instructor will provide the student with the details about the required remediation procedures and a timeline for the required completion of all activities outlined in a Growth Plan.

University of Virginia M.S. in Athletic Training Program Remediation Form

STUDENT NAME:

DATE:

COURSE (*highlight course*)

KINE 5735

KINE 5765

KINE 6725

KINE 6755

The student should complete the following questions and return this form to the program officials (PD and CCE) within 72 hours of receiving notice of not achieving a designated benchmark on an OSCE or comprehensive examination.

1. I have actively participated in all aspects of the learning process to prepare for this examination (e.g., completed required readings/assignments/videos, participated in class activities, and integrated learning into clinical assignments).

A.) All of the time B.) Most of the time C.) Some of the time D.) Hardly any of the time E.) None of the time

2. What is the main reason you received a grade below the passing criterion on the test/OSCE?

3. My perceived area of weakness include:

4. What specific knowledge/skills do you need study/practice to improve your performance on your re-take?

Student Signature:

Date:

APPENDIX G – DESCRIPTION OF REQUIRED CORE COURSES

KINE 5700 Foundational Athletic Training Skills and Emergency Care

Theory, laboratory and clinical experiences designed to provide students with formal instruction and evaluation about the allied health profession of Athletic Training. Competencies and clinical proficiencies related to the practice of athletic training and prevention and emergency care of injuries will be covered.

KINE 5710 Anatomy & Functional Kinesiology

A cadaver anatomy course focusing on the extremities. Emphasis will be placed on the link between anatomical structure, athletic injuries and clinical practice including joint range of motion, manual muscle testing, neurological screens. This class is a guided dissection experience.

KINE 5715 Clinical Practicum I

This course is designed to provide the student with on and/or off-grounds clinical experiences in athletic training and sports medicine. Observation and performance of professional skills under the supervision of a certified athletic trainer; focuses on student's psychomotor skills and clinical proficiencies introduced in KINE 5700.

KINE 5720 Assessment and Intervention of Injury I

Assessment and Intervention of Injury I is designed to provide the athletic training student with a foundation to learn a systematic evidenced based approach to evaluation and treatment of upper extremity injuries, exercise program development, techniques, indications, contraindications of exercise, exercise progression. The student will understand the fundamentals of determining injury severity, proper management and the ability to make an appropriate referral to other sports medicine professionals.

KINE 5725 Therapeutic Interventions

Therapeutic Interventions is designed to provide the athletic training student with a foundation of the theoretical fundamentals and principles of the therapeutic modalities used in the physical medicine environment. A systematic evidenced based approach of the how and why of the application of rehabilitation techniques will be addressed including theory and clinical techniques used to enhance the treatment and rehabilitation of injuries.

KINE 5730 Medical Aspects of Athletic Training

Study of general medical conditions, disabilities, abnormalities, and diseases of physically active individuals; prevention, recognition, physical examination, management, and referral of common general medical conditions

KINE 5735 Clinical Practicum II

This course is designed to provide the student with on and/or off-grounds clinical experiences in athletic training and sports medicine. Observation and performance of professional skills under the supervision of a certified athletic trainer; focuses on psychomotor skills and clinical proficiencies introduced in KINE 5700 and 5710.

KINE 5740 Assessment and Intervention of Injury II

Assessment and Intervention of Injury II is designed to provide the athletic training student with a foundation to learn a systematic evidenced based approach to evaluation and treatment of Lower extremity injuries, exercise program development, techniques, indications, contraindications of exercise, exercise progression and analysis and application modalities in treatment and rehabilitation of injury. The student will understand the fundamentals of determining injury severity, proper management and the ability to make an appropriate referral to other sports medicine professionals.

KINE 5745 Evidence Based Sports Medicine I

This course introduces students to the principles of evidence-based medicine, clinical epidemiology, and the interpretation of clinical research that assess prevention, diagnostic, and treatment strategies in sports medicine.

KINE 5750 Assessment and Intervention (III) of Sport-Related Concussion, Head, and Cervical Spine

Assessment and Intervention of Injury III is designed to provide the athletic training student with a foundation to learn a systematic evidenced based approach to evaluation and treatment of Head, and Spinal injuries, exercise program development, techniques, indications, contraindications of exercise, exercise progression and analysis and application of modalities in treatment and rehabilitation of spine and head injury. The student will understand the fundamentals of determining injury severity, proper management and the ability to make an appropriate referral to other sports medicine professionals.

KINE 5760 Principles of Strength & Conditioning

This course is designed to provide a comprehensive overview of strength and conditioning throughout the life span. Emphasis is placed on the exercise sciences including: anatomy, exercise physiology, biomechanics, nutrition, exercise technique, program design, and testing and evaluation.

KINE 5765 Clinical Practicum III

This course is designed to provide the student with on and/or off-grounds clinical experiences in athletic training and sports medicine. Observation and performance of professional skills under the supervision of a certified athletic trainer; focuses on psychomotor skills and clinical proficiencies introduced in KINE 5720 and 5750.

KINE 5770 Evidence Based Sports Medicine II

This course is a continuation of KINE 5745 Evidenced Based Sports Medicine I and continues to instruct the students to the principles of evidence-based medicine and clinical epidemiology with emphasis on the interpretation of clinical research that assess prevention, diagnostic, and treatment strategies in sports medicine.

KINE 5775 Clinical Practicum IV

This course is designed to provide the student with on and/or off-grounds clinical experiences in athletic training and sports medicine. Observation and performance of professional skills under the supervision of a certified athletic trainer or health care practitioner; focuses on skills and clinical proficiencies introduced in the previous semester with emphasis in general medicine.

KINE 6700 Pharmacology/ Radiology

The course provides fundamental clinical knowledge of commonly utilized diagnostic imaging and pharmacotherapies within athletic training. This information may be applied through an interprofessional approach to healthcare of the physically active requiring an understanding of normal and diseased states via various diagnostic imaging techniques as well as the pharmacokinetics and pharmacodynamics of prescription and over-the-counter drugs.

KINE 6710 Administration Strategies in Athletic Training

This course will provide the student with a foundation in Administration and Leadership within the Athletic Training profession. The purpose of this course is for the student to gain knowledge in management techniques in athletic training including personnel, facility, financial, and information management, leadership, daily operations, budgeting, facility design, insurance, ethics, and governmental affairs.

KINE 6720 Psychosocial Aspects of Athletic Injuries

This course provides the student with knowledge of psychosocial aspect of physical activity and injury. Topics include but are not limited to theories related to the psychological and emotional aspects of trauma and forced inactivity, the use of motivational activities towards rehabilitation, basic principles of mental preparation, relaxation, and visualization, as well as theories and techniques of interpersonal and cross-cultural communication among athletic trainers, their patients, and others involved in the health care of the patient. It also provides the athletic trainer with knowledge to recognize and intervene, and when appropriate, refer to a recognized professional.

KINE 6725 Clinical Immersive I

This course is designed to provide the student with on and/or off-grounds clinical experiences in athletic training and sports medicine. Designed to expose the student to theories, concepts and challenges through completion of a 14-week clinical immersive experience at an approved affiliate clinical site.

KINE 6715 Translational Research I

This course provides an introduction to the principles of designing, executing, and interpreting clinical and translational research in the disciplines of athletic training and sports medicine. This class is specifically for students enrolled in the professional master's program in athletic training within the Kinesiology Program.

KINE 6735 Translational Research II

This course is a continuation of KINE 6715 and continues to provide learning of the principles of designing, executing, and interpreting clinical and translational research in the disciplines of athletic training and sports medicine with emphasis on developing a scholarly project. This class is specifically for students enrolled in the professional master's program in athletic training within the Kinesiology Program.

KINE 6745 Translational Research III

This course is a continuation of KINE 6715 and 6735 and continues to provide learning of the principles of designing, executing, and interpreting clinical and translational research in the disciplines of athletic training and sports medicine with emphasis on refining and presenting a scholarly project. This class is specifically for students enrolled in the professional master's program in athletic training within the Kinesiology Program.

KINE 6730 Human Performance in Sports Medicine

This is an advanced athletic training course designed to enhance the athletic trainer's comprehensive understanding of regional pathophysiology of musculoskeletal sports injuries, surgical interventions, rehabilitation, and return to sports. Attention will focus on the treatment of musculoskeletal sports injuries with a concentration of surgical and conservative interventions. It will provide the student with a foundation for basic principles of sports medicine biomechanics including forces that act on the body and how they relate to risk of and recovery from injury.

KINE 6740 Athletic Training Seminar

This course will explore critical questions, problems, and contemporary issues in athletic training involving ethics, governmental affairs, employment, service, diversity and education. In addition, preparation for the BOC certification examination will be part of this course.

KINE 6755 Clinical Practicum V

This course is designed to provide the student with on and/or off-grounds clinical experiences in athletic training and sports medicine. Observation and performance of professional skills under the supervision of a certified athletic trainer; expanding on skills and clinical proficiencies introduced in KINE 6730.

KINE 8999 Thesis credit

Students who wish to pursue a Thesis will have the option to do so. All students will complete a scholarly activity (systematic review, critically appraised topic, case study etc.) with the result having the ability of being presented at a regional or national symposium or published in a peer-reviewed journal.

KINE 5993 Independent Study

Those students who do not choose a Thesis will enroll in this class to complete their scholarly project under the supervision of an approved faculty member. All students will complete a scholarly activity (research project, systematic review, critically appraised topic, case study etc.) with the result having the ability of being presented at a regional or national symposium or published in a peer-reviewed journal.

Appendix F Course sequence

Summer I (8 credits)

- KINE 5700 Foundational Athletic Training Skills and Emergency Care (4)
- KINE 5710 Anatomy & Functional Kinesiology (3)
- KINE 5715 Clinical Practicum I (1)

Fall I Courses: (14 credits)

- KINE 5720 Assessment and Intervention I (3)
- KINE 5725 Therapeutic interventions (3)
- KINE 5735 Clinical Practicum II (2)
- KINE 5740 Assessment and Intervention II (4)
- KINE 5745 Evidence Based Sports Medicine (2)

Spring I Courses: (14 credits)

- KINE 5730 Medical Aspects of Athletic Training (3)
- KINE 5750 Assessment and Intervention of Sport-Related Concussion, Head, and Cervical Spine (4)
- KINE 5760 Principles of Strength & Conditioning (3)
- KINE 5765 Clinical Practicum III (3)
- KINE 5770 Evidence Based Sports Medicine (1)

Summer II (7 credits) (6 weeks for face-to-face classes)

- KINE 5775 Clinical Practicum IV (1)
- KINE 6700 Pharmacology/ Radiology (2)
- KINE 6720 Psychosocial Aspects of Athletic Injuries (3)
- KINE 6715 Translational research I (1)

Fall II (12 credits)

- KINE 6710 Administration Strategies in Athletic Training (3) (online)
- KINE 6725 Clinical Immersive II (8) (14-16 week)
- KINE 6735 Translational Research II (1) (online)

Spring II (12 credits)

- KINE 6730 Human Performance in Sports Medicine (3)
- KINE 6740 Athletic Training Seminar (3)
- KINE 6745 Translational research (1)
- KINE 8999 Thesis credit (2)
- Or
- KINE 5993 Independent study (2)
- KINE 6755 Clinical Practicum IV (3)