



Master of Science in Athletic Training 2025- 2026 Student Handbook



Chatham University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Table of Contents

| | |
|---|-----------|
| Program Faculty and Staff | 7 |
| Chatham University Sites & Preceptors | 10 |
| Section I: Program Introduction | 16 |
| Introduction | |
| Accreditation | |
| Goals & Program Objectives | |
| Section II: Definition of Terms | 21 |
| Terms & Abbreviations | |
| Section III: Academic Program | 24 |
| Program Design | |
| Curriculum Sequence | |
| MSAT Admission | |
| Integrated Degree Program | |
| Guaranteed Admission | |
| Preferred Admission | |
| Traditional Admission | |
| Required Immunizations and Clearances | |
| Associated Fees | |
| Program Retention, Progression, Completion Policies | |
| Program Remediation Policy | |
| Technical Standards | |
| MSAT Program NATABOC Examination Policy | |
| Advising Policy | |
| Drug Testing Policy | |
| Criminal Background Check Policy | |
| Library Services | |
| Academic and Accessibility Resources | |
| Health and Wellness Student Support Services | |
| Section IV: Clinical Education | 37 |
| Overview | |
| Diversity, Equity, Inclusion, and Accessibility in Clinical Rotations | |
| Direct Supervision | |
| Courses Affiliated with Clinical Education | |
| Clinical Education Requirements | |
| Clinical Rotations in the Summer or During University Breaks Immersive Clinical Experiences | |

Student Evaluation Process
 Preceptor and Clinical Site Evaluations
 Student Dress Code and Appearance Guidelines
 Daily Clinical Attire
 Indoor Event Attire
 Outdoor Event Inclement Weather Attire
 Name Badges
 Electronic Communication and Media
 Cell Phone Use
 Conduct with Patients/Athletes
 Relationships with Patients/Athletes
 Professional Relationships with Preceptors
 Professional Relationships with Coaches
 Relationships with Other Medical Professionals
 Confidentiality Guidelines
 Public Relations and the Media
 Differences of Opinions
 Analyzing, Resolving & Documentation of Clinical Education Problems
 Absence from Clinical Setting
 Pregnancy
 Outside Employment
 Documentation of Clinical Education Hours
 Transportation to Clinical Sites
 Travel Policy
 Transportation of an Injured or Ill Patient
 Volunteer Policy
 Internships and Summer Camps
 Financial Assistance
 Chatham University Graduate Assistantships
 NATA Scholarships
 EATA Professional Level Scholarships
 PATS Student Scholarships
 Dayna Brons Memorial Scholarship
 Teaching Assistant Positions

| | | |
|--------------------|--|-----------|
| Section V: | Disciplinary Actions and Grievances | 54 |
| | Grade Appeals | |
| | Dismissal Appeals | |
| | Appeal of Academic Regulations | |
| | Grievance Policy and Procedure | |
| Section VI: | Bloodborne Pathogens | 56 |
| | Bloodborne Pathogen Policy | |
| | Bloodborne Pathogens Training | |

Bloodborne Pathogen Requirements
 Minimizing the Potential for Exposures
 Post-Exposure Control Procedures
 Communicable Disease Policy

| | | |
|----------------------|--|-----------|
| Section VII: | Policies and Procedures | 60 |
| | NATABOC Code of Professional Responsibility | |
| | Classroom Safety & Equipment Use | |
| | Therapeutic Modalities Policy | |
| | Health Insurance Portability and Accountability Act (HIPAA) | |
| | Family Education Rights and Privacy Act (FERPA) Access to Student Records | |
| | Department of Health & Human Performance Artificial Intelligence (AI) Policy | |
| | Emergency & Evacuation Procedures | |
| Section VIII: | Chatham University Title IX Policy | 68 |
| Appendices: | | 69 |
| | Program Handbook Acknowledgement | |
| | Confidentiality Agreement | |
| | Communicable Disease Policy Acknowledgment Form | |
| | Travel Acknowledgment Form | |
| | Clinical Rotation Orientation Check-Sheet | |
| | Remediation Plan | |
| | Disciplinary Notification | |



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Section I: Program Introduction

Introduction

Chatham University Mission

Chatham University prepares its students to build lives of purpose, value, and fulfilling work. Through professional skill development and liberal arts learning, Chatham prepares its graduates to be informed and engaged citizens in their communities; to recognize and respect diversity of culture, identity, and opinion; and to live sustainably.

Chatham University Vision Statement

Chatham University will be recognized as an outstanding private university whose graduates are sought-after leaders and professionals committed to building a more equitable, healthy, and sustainable global future.

Chatham University Master of Science in Athletic Training Mission

The mission of the Master of Athletic Training Program at Chatham University is to provide effective graduate education, scholarship, and service to our students, preparing them to be evidence-based healthcare clinicians who work in

interdisciplinary teams to treat patients throughout their lifespans. Students in the Athletic Training Program are provided with a curriculum inclusive of didactic and laboratory instruction and immersive and inter-professional clinical experiences.

Chatham University Master of Science in Athletic Training Vision Statement

The Chatham University Master of Science in Athletic Training Program will be nationally recognized for its evidence-based didactic and clinical education to prepare students to be critically reasoning, evidenced-based practitioners who serve to advance the profession by strongly advocating for the best patient care in interdisciplinary environments.

Chatham University and MSAT Purpose

The mission of Chatham University and the Master of Science in Athletic Training (MSAT) program align in many ways and create a seamless partnership in developing students into engaged, respectful, and culturally competent citizens. The MSAT program provides opportunities to work with culturally diverse patient populations across the lifespan in a variety of settings. Students will be exposed to the importance of interprofessional collaboration in academic and clinical settings in order to better understand healthcare and respect the diversity of cultures, identities, and opinions. Graduates will advocate for the athletic training profession, patient access, and comprehensive care.

Accreditation

Chatham University is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Initial 5-year accreditation was achieved in January 2021, and the next comprehensive review will take place in the academic year 2025-2026. During the academic year 2024-2025, the Chatham MSAT program submitted the CAATE-required Self-Study on July 1, 2025, and will undergo the onsite visit during Spring 2026. Chatham University's athletic training program is a full-time, two-year, entry-level professional practice program. After two years of classroom and clinical education, graduates will be eligible to sit for the Board of Certification to become certified athletic trainers.

Program Goals and Objectives

Upon completion of the MSAT program, students will possess the skills and knowledge of an entry-level Athletic Trainer. Program goals and objectives are organized by curricular threads and assessed by various assignments and activities, including competencies, course exams, assignments, group projects, research activities, and clinical performance evaluations.

Goal 1: Provide educational experiences tailored to developing the cognitive, behavioral, and psychomotor skills necessary for successful athletic training practice.

Objective 1.1: Demonstrate evidence-based clinical decision-making in the areas of prevention/screening, evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation.

Objective 1.2: Integrate the educational competencies and clinical proficiencies into patient care necessary for success as an entry-level athletic trainer.

Objective 1.3: Display appropriate positive personal behaviors and professional attributes to meet the expectations of successful practice and future employment.

Objective 1.4: Demonstrate proficiency in the simulated and actual acute and emergency care of patients.

Objective 1.5: Apply concepts of prevention and health promotion in the care of patients.

Goal 2: Provide students with a professional atmosphere promoting the ethical, legal, safe, culturally competent, and effective delivery of healthcare services in interdisciplinary teams that meet and respect the rights and well-being of the patients.

Objective 2.1: Demonstrate proficiency in the interdisciplinary approach to effective professional practice.

Objective 2.2: Display culturally sensitive and competent professional behavior toward individuals and groups of patients.

Objective 2.3: Adhere to ethical and legal practice from the NATA Code of Ethics, BOC Standards of Practice, national, state, and institutional policies.

Objective 2.4: Display effective inter-personal and inter-professional communication skills with patients, members of the healthcare team and relevant stakeholders.

Objective 2.5: Advocate for the profession, patients/clients, and relevant communities in the public and legislative domains.

Goal 3: Provide educational experiences that support the development of administrative functions of healthcare practitioners and facilities.

Objective 3.1: Develop and execute administrative plans for budgeting, finance, cost control, and long-term planning.

Objective 3.2: Develop plans for emergency preparedness, legal adherence, principles of supervision and professional liability.

Objective 3.3: Apply principles of healthcare administration and delivery that comply with the legal, ethical and regulatory systems.

Objective 3.4: Develop self-assessment skills and formulate an individualized career development plan.

Goal 4: Support the development of evidence-based Athletic Training practice and application of evidence-based practice within the delivery of patient care.

Objective 4.1: Demonstrate proficiency in locating and critiquing peer-reviewed medical research.

Objective 4.2: Develop and answer focused clinical questions using principles of evidence-based practice.

Objective 4.3: Understand principles of research, including design, methodologies and statistical analysis and interpretation.

Objective 4.4: Demonstrate critical thinking and clinical decision-making skills based on the application of scientific evidence.

Goal 5: Promote effective oral and written communication necessary for patient and caregiver education, inter-professional practice, and medical record documentation with various constituents including patients, caregivers, peers, supervisors, third-party payers, and other relevant healthcare professionals.

Objective 5.1: Demonstrate effective oral and written communication with patients, caregivers and support personnel.

Objective 5.2: Demonstrate effective oral and written communication with preceptors, supervisors and other healthcare professionals.

Objective 5.3: Demonstrate proficiency in written and electronic medical record documentation.

Objective 5.4: Create effective home management or care instructions for specific patient injuries or conditions.

Goal 6: Prepare students for the transition from individualized skill execution to encompassing autonomous practice through clinical education that provides a variety of patient exposures in differing settings.

Objective 6.1: Demonstrate proficiency in the necessary integrated clinical education competencies.

Objective 6.2: Execute proficiencies in authentic patient interactions.

Objective 6.3: Demonstrate the ability to alter treatment plans for a wide variety of patients based on the patient populations and employment settings.

Section II: Definition of Terms

Terms & Abbreviations

Allied Health Care Personnel: Physician Assistants, Physical and Occupational Therapists, Registered Nurses, Doctors of dental surgery, and other health care professionals recognized by the AMA/AOA as allied health professionals who are involved in direct patient care and are used in the classroom and supplementary clinical education experiences. These individuals may or may not hold formal appointments to the instructional faculty.

ATP: Athletic Training Program.

Athletic Training Student (ATS): Student enrolled in the Chatham University MSAT Program.

Bloodborne Pathogens: Pathogens found in blood and blood products. These include but are not limited to: HIV, Hepatitis B, and Hepatitis C.

Board of Certification (BOC): Governing body for professional certification of Athletic Trainers.

CAATE: Commission on Accreditation of Athletic Training Education.

Clinical Education: The application of knowledge, psychomotor and affective skills, learned in classroom and laboratory settings, to actual or simulated patient care under the supervision of a preceptor in a variety of clinical settings.

Clinical Experience: These are the formalized clinical experiences completed at clinical education sites during completion of the MSAT Program. These experiences must expose students to differing patient populations. Those clinical education experiences involve patient care and the application of athletic training skills under the supervision of a qualified instructor.

Clinical Education Hours: Hours obtained by an athletic training student for graduation requirements from the MSAT Program. Hours must be completed under the direct supervision of a preceptor. All clinical experiences must be approved by the assigned preceptor or the Director of Clinical Education

Clinical Proficiencies: These are the common set of skills that must be mastered by each athletic training student and are expected of entry-level athletic trainers. Clinical proficiencies are taught in academic courses and reinforced during clinical experiences throughout the program. Whenever possible, the focus is on the clinical integrated proficiencies rather than performing isolated skills or tasks.

Clinical Site: Institutions, clinics, or other health settings not under the authority of Chatham University but have an established affiliation agreement with the University to serve as a site used by the education program for clinical experiences.

Director of Clinical Education (DCE): The full-time faculty member designated by the program as having the primary responsibilities for the coordination and maintenance of the clinical experience activities of the ATEP. These duties include maintaining site contracts, scheduling clinical site experiences and recruiting new sites.

Direct Supervision: Supervision during clinical experience. Supervision is based on a continuum allowing the student to move toward independence. The preceptor must be physically present and have the ability to intervene on behalf of the ATS and the patient.

Disciplinary Procedures: Procedure for formal review of disciplinary actions in the MSAT Program. This procedure also allows for appropriate appeals of action taken by the MSAT Faculty.

Eastern Athletic Trainers' Association (EATA): Organization of athletic trainers from NATA District I and District II who promote the field of athletic training in the northeastern portion of the United States. States comprising District I of the NATA include all the New England states. States comprising District II include Pennsylvania, New Jersey, New York and Delaware.

Educational Competencies: The Educational Competencies in Athletic Training define the educational domains used in preparing entry-level athletic trainers. Each domain is then further defined by a set of cognitive, knowledge, and psychomotor competencies. Competencies are taught and evaluated multiple times in the didactic and clinical education components of the athletic training students' education.

Electronic Medical Record: Method of recording patient medical history, treatment, and rehabilitation, which allows for medical information to be seamlessly shared across providers within the same healthcare organization.

Hepatitis B/C Virus (HBV/HCV): Viruses that cause inflammation of the liver which has been detected in almost all body fluids and secretions.

Human Immunodeficiency Virus (HIV): Bloodborne pathogen which potentially can be transmitted through blood contact and can cause AIDS.

Medical Director (MD): Pennsylvania Licensed Physician (MD or DO) who serves as a resource for the Program Director and ATP faculty regarding the content of the curriculum. There is no requirement for the Medical Director to participate in clinical education.

MSAT Program: Two-year graduate program at Chatham University housed within the Department of Movement Sciences and the College of Health Sciences.

National Athletic Trainers' Association (NATA): Governing body of Athletic Trainers throughout the United States.

Occupational Safety and Health Administration (OSHA) Guidelines: Federal regulations for employees whose jobs may put them at risk of bloodborne pathogens.

Pennsylvania Athletic Trainers' Society (PATS): Organization of athletic trainers who promote the profession of athletic training in the Commonwealth of Pennsylvania.

Practice Analysis: Formerly called the Role Delineation Study (RDS), this study is conducted by the Board of Certification (BOC) and designed to develop the competencies necessary for the effective practice of an entry-level Certified Athletic Trainer.

Preceptor: A certified/licensed athletic trainer or physician who provides clinical education. Preceptors must be in good standing and hold current state and/or national credentials. Each preceptor must undergo continuing education from the ATP.

Program Director (PD): The full-time faculty member of the Department of Movement Sciences and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the ATP.

SOAP Note: Accepted procedure for recording, documenting, assessing and discharging physically active individuals who have been evaluated or treated by an athletic trainer.

Section III: Academic Program

Program Design

The Master of Science in Athletic Training is a five-semester, 67-credit, full-time degree program with clinical experiences embedded within each of the five semesters. Course content is delivered through various methods predicated on student-centered and engaged learning. Methodologies include problem-based learning, case-based scenarios, and laboratory sessions delivered face-to-face and via distance learning. Clinical experiences, including a 10-week fully immersive placement, are tailored to each student's interest and provide depth and breadth of experiences to develop highly skilled, critically minded entry-level professionals.

Curriculum Sequence

| | | | |
|------------|----|------------|----|
| Semester 1 | CR | Semester 4 | CR |
|------------|----|------------|----|

| | | | |
|---|-----------|---|-----------|
| ATH 501 Therapeutic Modalities | 4 | ATH 517 Administration and Management (5-weeks) | 3 |
| ATH 512 Clinical AT I | 3 | ATH 515 Clinical AT IV (15 weeks) | 4 |
| ATH 500 Prevention/Care of Emergency Medical Conditions | 3 | ATH 508 Introduction to Pharmacology (5 weeks) | 2 |
| ATH 502 Introduction to Professional Practice | 2 | ATH 510 Research Seminar II (5-weeks) | 1 |
| ATH 503 Ortho Assessment | 4 | Total | 10 |
| Total | 16 | | |
| | | | |
| Semester 2 | CR | Semester 5 | CR |
| ATH 506 Therapeutic Interventions I | 4 | ATH 519 Advanced Topics in AT | 3 |
| ATH 513 Clinical AT II | 3 | ATH 516 Clinical AT V | 3 |
| ATH 505 Medical Management of Athletic Populations | 3 | ATH 520 Certification Preparation | 1 |
| PSY 530 Intro to Sport & Exercise Psychology | 3 | ATH 522 Healthcare Delivery | 3 |
| ATH 504 Ortho & Neuro Assessment | 4 | ATH 511 Research Seminar III | 1 |
| Total | 17 | Total | 11 |
| | | | |
| Semester 3 | CR | | |
| ATH 507 Therapeutic Interventions II | 4 | | |
| ATH 518 Optimizing Athletic Performance | 3 | | |
| ATH 514 Clinical AT III | 2 | | |
| ATH 512 Advanced Sports Nutrition | 3 | | |
| ATH 509 Research Seminar I | 1 | | |
| Total | 13 | | |
| Cumulative Total | 46 | | 67 |

Program design and information can also be found at: <https://www.chatham.edu/academics/graduate/athletic-training/courses-and-curriculum.html>

The Chatham University MSAT Program is designed to meet all academic and clinical requirements to allow students who successfully complete the program to sit for the Board of Certification (BOC)

Revised October 31st, 2025

Examination to become a Certified Athletic Trainer (ATC).

MSAT Admission

Admission requirements to the Master of Science in Athletic Training program are dependent upon the program track that applies to each student. To review admission requirements, please note the details for current Chatham undergraduate students interested in the 3+2-degree option or for individuals who already hold a bachelor's degree and are interested in the traditional master's program from the options below.

Pathway admission into the Master of Science in Athletic Training 3+2 program is dependent upon enrollment in Chatham's accelerated Bachelor of Science in Exercise Science.

Integrated Degree Program (IDP)

Pathway Admission

Current Chatham undergraduate students who obtained guaranteed admission into the Master of Science in Athletic Training 3+2 program as incoming first-year students must complete all the coursework for the [Exercise Science](#) degree and a total of 105 undergraduate credits by the end of their junior year. In addition, they need to document and submit the following by December 1 of their junior year:

1. Student must achieve a minimum high school GPA of 3.0 IDP Intention Form.
2. An overall GPA of 3.0.
3. Documentation of 40 hours of clinical observation under the supervision of a certified athletic trainer (successful completion of EXS104 will fulfill this requirement) OR submit a short writing sample highlighting the following: what is the motivation to be an athletic trainer, what does an athletic trainer do, lastly, where do athletic trainers work - please address traditional jobs/settings and the evolution of the profession into non-athletic settings (300-word limit).
4. Successful completion of an on-campus interview.

Traditional Admission

Students from any undergraduate major or undergraduate institution may apply for admission to this graduate program. To be considered for admission, the following are required:

Chatham Graduate Application or [online application through ATCAS](#)

1. A baccalaureate degree (or pending degree) from a regionally accredited four-year institution
 - Official transcripts from all institutions where the student has taken courses. Preference is given to students with an overall GPA of 3.00 or higher (Any student with a GPA below 3.0 may be considered for conditional admission.)
2. Documentation of 40 hours of clinical observation under the supervision of a certified athletic trainer OR submit a short writing sample highlighting the following: what is the motivation to be an athletic trainer, what does an athletic trainer do, and lastly, where do athletic trainers work - please address traditional jobs/settings and the evolution of the profession into non-athletic settings (300-word limit).
3. Two letters of recommendation:
 - One letter from a certified/licensed athletic trainer.

- One letter from an academic advisor or instructor or any health science professional (may be another certified/licensed athletic trainer).
4. Completion of the following courses (or their equivalents) with grades of C or better:
- Human Anatomy with lab*
 - Physiology*
 - Statistics
 - Psychology
 - Biology I with lab
 - Chemistry I with lab
 - Physics I with lab

Strongly Recommended

Developmental Psychology or Lifespan Development or a combination of developmental psychology courses to cover the lifespan – birth to death

*Anatomy and Physiology I and II with labs can substitute for Human Anatomy with lab and Physiology

5. Successful completion of an interview
- Applicants will be invited to complete an on-campus or virtual interview
6. Admission is determined based on the following criteria:
- Overall Grade Point Average (25%)
 - Pre-Requisite Grade Point Average (25%)
 - Observation Hours (10%) – must be completed with a certified/licensed athletic trainer
 - Recommendations (10%)
 - Essay (10%)
 - Interview (20%)

Required Immunizations and Clearances

Prior to the start of the clinical education experiences, each student must submit the following to the Athletic Training Education Department.

- ✓ Proof of vaccination:
 - Antibody titer for Measles, Mumps, Rubella (MMR), Hepatitis B, and Varicella
 - Antibody titer for Polio *or* proof of Primary Polio vaccination series (3 doses)
 - Tetanus and Diphtheria immunization within the last 10 years
 - SARS-CoV-2 (COVID-19) vaccine (may submit religious or medical waiver)

- ✓ Proof of negative 2-step TB (PPD) skin test *or* 1-step QuantiFERON-TB blood test within the last year.

- ✓ Proof of current Adult CPR and AED certification
 - Students will be offered certification prior to the start of the first semester through the MSAT program for any student without or with lapsed certification.

- ✓ Completion of Bloodborne Pathogen Training via LinkedIn.

- ✓ Completion of Introduction to HIPPA for Covered Entities via LinkedIn

- ✓ Successful completion of the following clearances:
 - ACT 114 – Pennsylvania Department of Education Fingerprinting FBI Clearance: Register at <https://www.identogo.com/locations> Register for the Department of Education FBI Clearance through the Universal Enrollment Platform. The service code is 1KG6XN. Take the receipt and a valid photo ID to the fingerprinting site. Once registered and fingerprints scanned, return the Registration ID (PAE number) to the Athletic Training Department.

 - ACT 34 - Pennsylvania State Police Criminal History Record Check – <https://epatch.pa.gov/home> Please use the website for this clearance. Go to “New Record” and follow the instructions through to the certification page. Once the Search Results Table appears, click on the Control Number. Write the number down for later. Once the Record Check Details page is opened, click on the Certification Page to access official Clearance. The Record Check Details page is only a receipt and not acceptable as a ‘clearance’. Print 2 Certification Pages, 1 for personal records and one for the Athletic Training Department’s Student File.

 - ACT 33/151 - Pennsylvania Child Abuse History Clearance – Apply online at <https://www.compass.state.pa.us/CWIS>

 - ACT 126 Mandated and Permissive Reporter Training - Please provide a copy of the certificate documenting completion of training *or* if training has not been completed, go to www.reportabusepa.pitt.edu. Once the training is

complete, submit a copy of the certificate to the Athletic Training Education Department.

*Chatham University Athletic Training (AT) students may be required to have a urine drug screening prior to the start of and during a clinical experience if mandated by individual sites to maintain a safe and healthy workplace.

Associated Fees

Below is a summary of costs that the student can expect to spend during an academic year associated with the program (this list is not inclusive):

*All costs subject to change

| | |
|--|---|
| Textbooks and Course Materials/Fees | <ul style="list-style-type: none"> • \$100-200 per semester • Book list will be provided upon acceptance into the MSAT program |
| Lab Fee | <ul style="list-style-type: none"> • \$250 per term (5 semesters) |
| Digital Resource Fee | <ul style="list-style-type: none"> • \$50 per term (5 semesters) |
| Clinical Fee | <ul style="list-style-type: none"> • \$100 per term (5 semesters) |
| Practicum Fee | <ul style="list-style-type: none"> • \$100 per term (5 semesters) |
| Professional Fee | <ul style="list-style-type: none"> • \$100 per year |
| Deposit | <ul style="list-style-type: none"> • \$500 • Required to hold spot in program • Will be applied to semester 1 tuition |
| Professional Malpractice Insurance | <ul style="list-style-type: none"> • \$20-\$30 per year • Student responsibility • Optional |
| Criminal Background Investigations | <ul style="list-style-type: none"> • Federal: \$22.85 per year* <ul style="list-style-type: none"> ◦ Must have fingerprinting for this application • State: \$22 per year • Child Abuse Clearance: \$13 per year |
| Immunizations | <ul style="list-style-type: none"> • Cost is dependent on which the student may be missing • Student responsibility |

| | |
|---|--|
| Drug Testing | <ul style="list-style-type: none"> Based on the clinical site rotation, students may be required to take a drug screen to ensure a safe environment. Student responsibility |
| CPR/AED Certification | <ul style="list-style-type: none"> Offered by program Student responsibility if taken elsewhere |
| Tuberculosis (TB) Testing | <ul style="list-style-type: none"> Student responsibility |
| | <ul style="list-style-type: none"> Approximately ~ \$20 for the test, which requires two visits (1st visit to be injected with testing agent; 2nd visit must occur 2-3 days after 1st visit to assess injected area) Required yearly |
| Travel to Off-Campus Clinical Affiliated Sites/Assignments | <ul style="list-style-type: none"> Students are responsible for obtaining transportation to/from a designated off-campus clinical affiliated site. The student is encouraged to car-pool or take available public transportation (when available). Minimum of 3 semesters |

Program Retention, Progression, Completion Policies

The student will remain in good standing in the MSAT Program provided acceptable academic achievement and clinical progress is made in completing all coursework, and professional conduct is maintained.

In order to remain in good standing in the MSAT Program:

1. Students must complete all required standard and competency exams and master all clinical proficiencies, as evidenced by successful completion of all Preceptor Clinical Proficiencies in each clinical education course. Failure in any of these aspects will result in probation or dismissal from the MSAT Program.
2. Students are required to practice the profession of athletic training in an ethical manner. Failure to do so will result in probation or dismissal from the MSAT Program.
3. Students are required to complete all clinical education clearances, documents and forms associated with them. Failure to do so will result in probation or dismissal from the MSAT Program.
4. Students must sign the MSAT Program Handbook acknowledgment form and adhere to all policies and procedures outlined in the handbook.
5. Students must maintain an overall 3.0 Grade Point Average in the MSAT Program. Failure to do so will result in probation from (1st instance) or dismissal from (2nd instance) the MSAT Program.
6. Students must earn a grade of B- or better in all courses in the MSAT Program. Failure to achieve a B- in a course will result in the student having to remediate or retake the course to complete the program. If unsuccessful with remediation, the student will need to retake the course.

*Any appeal to institutional academic actions (probation and or dismissal) must be made in writing to the Dean of the College Health Sciences within 14 days of the academic actions along with any supporting documentation.

Students who complete all coursework and clinical education and meet or exceed the program's retention standards will be approved for graduation from the MSAT Program.

Program Remediation Policy

Technical Standards

Compliance with technical standards does not guarantee a student's eligibility for the National Athletic Trainers' Association Board of Certification examination.

Chatham University Athletic Training Program Technical Standards for Admission

The Master of Science in Athletic Training Program (MSAT) Program at Chatham University prepares athletic trainers who will serve in a variety of settings. Graduates of the MSAT program must have the knowledge, psychomotor, and affective skills to render a wide spectrum of care outlined in the role delineation study and standards of practice delineated for a certified athletic trainer in the profession. Thus, certain skills and abilities must be demonstrated in order to successfully complete both the didactic and clinical components of the curriculum with or without reasonable accommodation, regardless of disability status.

The athletic training faculty has the dual responsibility of ensuring the welfare of patients with whom the student/graduate interacts and for the educational welfare of the student. The technical standards outlined below describe specific expectations for student performance in didactic and clinical environments. Inherent in these expectations is providing patient care within a time frame appropriate to the context of care. Individuals must be able to pass assessments throughout their course of study.

Students who believe they may need academic accommodations to fulfill these standards must contact the Office of Academic & Accessibility Resources (OAAR) at (412)-365-1611 or pace@chatham.edu. At any time while enrolled in the MSAT Program, if a student is having difficulty meeting these standards, the student must inform the program director. After consultation, if it is deemed the student needs academic accommodations, they can contact the OAAR Center.

Observational Skills:

- Visually assess or observe simulated or actual patient interactions in the didactic and clinical environments including patient presentations, anatomical structures, evaluation techniques, therapeutic interventions or movement sequences.

Communication Skills:

- Effectively verbally and non-verbally communicate with healthcare professionals, patients, caregivers and other support personnel.
- Students must be able to understand and communicate the English language at a level consistent with competent professional practice.

Psychomotor Skills:

- Sustain the necessary physical activity level required in classroom and clinical environments (e.g., lift 50 pounds, stand for prolonged periods of time).
- Obtain information from patients by applying force, resistance, palpations,

therapeutic interventions, diagnostic maneuvers and assisting in functional activities.

- Respond quickly in an ever-changing environment to provide immediate patient care and/or cardiopulmonary resuscitation.

Intellectual Skills:

- Comprehend text, numbers, three-dimensional/spatial relationships, and graphs.
- Comprehend, retain, assimilate, analyze, synthesize, and integrate concepts, foundational knowledge, and problem-solving to demonstrate critical thinking and diagnostic reasoning.
- Use computers and other technology to learn and apply new content.

Affective Skills:

- Develop mature, sensitive, and therapeutic relationships with patients
- Endure close physical contact with other students, colleagues, and patients
- Function effectively while engaged in stressful situations, changing environments, and difficult circumstances.
- Self-assess in a reflective and constructive manner.
- Make ethical, legal clinical decisions despite uncertain conditions

MSAT Program NATABOC Examination Policy

To qualify to sit for the NATABOC examination, the ATS must be confirmed by the Program Director of the CAATE-accredited entry-level program. Students who are in good academic standing may apply as a candidate for the NATABOC Examination in their final enrolled semester after achieving $\geq 70\%$ on the comprehensive written and practical examinations.

Advising Policy

Chatham University athletic training students are required to meet with their adviser a minimum of one time per academic semester. This meeting is to discuss academic progress, concerns, and issues related to all aspects of their academic and clinical experiences. These mandatory meetings will also include discussion of future goals and direction beyond graduation and the NATABOC examination.

Drug Testing Policy

Chatham University athletic training students may be required to have a urine drug screening prior to the start of and during a clinical experience if mandated by individual sites to maintain a safe and healthy workplace.

Students who are required to have a universal drug screen will be advised of the requirement by the Academic Program or by the clinical site. The student will be required to have the testing completed at a licensed clinical laboratory. The student will be responsible for fees related to drug testing.

Failure to comply with the testing during the required time frame will prevent the student's participation in the clinical education as scheduled. Thus, it may delay the completion of the program. Students may be required to register for the experience at a later date, resulting in additional tuition and associated fees.

If the student is taking prescription medication that can alter test results, it is the responsibility of the student to provide supporting documentation from the prescribing physician at the time of testing.

Criminal Background Check Policy

Prior to the start of the first clinical placement, all students must successfully pass of the following background checks: FBI Clearance (ACT 114); Pennsylvania Criminal Record Check (ACT 34); Pennsylvania Child Abuse History Clearance (ACT 33); Pennsylvania Child Abuse Clearance (ACT 151); Mandated Reporter Training (ACT 126). Additional information regarding these can be found in Section VII.

Library Services

[Jenny King Mellon Library](#)

library@chatham.edu • 412-365-1670

The [JKM Library](#) is here to support all your research needs. Search numerous databases through [our website](#) to access a wealth of resources. Borrow textbooks and research materials through our [EZBorrow and ILLiad](#) services. [Reserve group and individual study rooms](#) in the library to focus and get your work done. And [schedule one-on-one research appointments](#) with a professional librarian to get the help you need. Stop in or reach out via email, phone, or the chat box on the [library website](#) to get help with your assignments.

Academic & Accessibility Resources

Chatham University values diverse types of learners and is committed to ensuring that each student afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability that would hinder your access to learning or demonstrating knowledge in a course, please contact the Office of Academic & Accessibility Resources, OAAR. The staff will confidentially explain the accommodation request process and the type of documentation that is required to determine your eligibility for reasonable accommodations. To learn more about available supports, go to <https://www.chatham.edu/academics/support-and-services/index.html> or email OAAR@chatham.edu or call 412-365-1611.

Health and Wellness Student Support Services

The Chatham University Office of Student Health and Wellness supports the physical, mental, and wellness lifestyle of students and provides a variety of services through the [Counseling Center](#), [Student Health Services](#), and [Crisis Resources](#). In addition to these services, students also have access to:

- [TalkCampus](#) is a 24/7 peer-to-peer text-based support network. Sign up for free with your Chatham email.
- [ThrivingCampus](#), where you can search for therapists outside of Chatham based on availability, insurance, identities, and more.

Section IV: Clinical Education

Overview

Athletic training students will participate in clinical experiences at Chatham University, other collegiate athletic programs, high schools, sports medicine clinics, physical therapy clinics, and general medicine facilities, along with other special events. In all clinical rotations, students will be supervised by a BOC-certified and state-licensed Athletic Trainer or physician who is a trained preceptor associated with the Chatham University Athletic Training Program. The majority of the clinical education hours obtained by the athletic training student will be accumulated during team coverage that occurs between the hours of noon and 8:00 p.m., Monday through Friday. Clinical rotations may require practice or event coverage outside of these hours and on Saturdays and Sundays. All students are REQUIRED to receive one day off per seven days. A Preceptor will supervise and evaluate each student on his/her performance and clinical proficiencies twice per semester.

During the fourth semester, each athletic training student is expected to complete an immersive clinical experience. Immersive clinical experience is defined as working full-time with their Preceptor for approximately 10 weeks. While there are established clinical affiliations, athletic training students are also encouraged to seek additional sites for their immersive experiences that align with their interests and future goals.

Diversity, Equity, Inclusion and Accessibility in Clinical Rotations

Chatham University is committed to providing an environment that ensures that no individual is discriminated against on the basis of their disability, as defined under the Americans with Disabilities Act of 1990 (ADA), and those who need special accommodations should notify the Office of Academic & Accessibility Resources (OAAR) as soon as possible. The OAAR staff will work with the student and the course instructor to coordinate and monitor the provision of reasonable academic accommodations. If a student has a disability that they believe will impact their ability to complete their clinical rotations, the student should discuss the issue with the Director of Clinical Education and Program Director to determine the best method for alerting their assigned preceptors and site. The student is responsible for disclosing any information about their personal situation and accommodations with their assigned preceptor. Neither the Director of Clinical Education nor the Program Director will discuss the student's need and/or accommodations with the preceptor without the expressed written consent of the student.

Chatham University's commitment to the inclusive learning environment extends into the clinical setting. MSAT graduate students are held to the standards of the Honor Code of Chatham University. If a student is experiencing discrimination, harassment or anything impacting their welfare regarding their clinical rotation, issues should be immediately brought to their assigned preceptor and Director of Clinical Education. If the student does not feel comfortable bringing these issues to their preceptor, they should consult their Director of Clinical Education. Issues involving other Chatham Students or preceptors will be brought to either the Office of Student Affairs or the Title IX office. Issues of discrimination or harassment by the preceptors will not be tolerated by the MSAT faculty. Following notification, the MSAT Program Director and Director of Clinical Education will meet with the student to discuss their options. At no point will a student be forced to complete a rotation at a site that they deem unsafe or discriminatory. The student may be reassigned to a new site with no penalty to them.

Direct Supervision

For the clinical component of the MSAT program, the students are supervised by university-trained Preceptors. The ratio of no more than 2 students for every one Preceptor will be maintained. **Preceptors will provide direct supervision in the form of direct visual and auditory contact with the student.** Within the MSAT program, athletic training clinical experiences coincide with various athletic training courses. Any unsupervised clinical education experience violates CAATE Standards and MSAT program policy and is not permitted under any circumstances.

Each semester, every athletic training student will be assigned to work with a specific Preceptor. Students will not be assigned specific sports but will rather work with whatever sport their Preceptor is covering that day. Suitable replacements for the Preceptor in cases of illness, vacations, or emergency include any person holding BOC Certification as an Athletic Trainer or Physician, who has undergone Preceptor Training and is approved by the Director of Clinical Education or Program Director and the clinical education site. The Chatham University MSAT Program should be notified of any such replacements prior to the change or as soon as feasibly possible.

In the event of absence of the Preceptor, under no circumstance is the athletic training student allowed to perform any athletic training services to patients in attendance.

In the event of illness, schedule conflicts or other unforeseen changes in Preceptor coverage, the athletic training student will be notified in advance of whom will be assigned to supervise the student during his or her clinical education experience.

The athletic training student should contact the Preceptor immediately to determine why direct supervision is not available and to obtain guidance regarding the situation.

In emergency situations, the student may provide first aid and emergency care without direct supervision within the realm of the student's training and expertise; however, it must be made clear that the student is not performing these duties in the role of an athletic training student. Examples of this might include an emergency at an intramural event, club sports event, or campus community event that the student is participating in or attending. The student would be responding as a first aid provider and covered under the Good Samaritan Laws of the Commonwealth of Pennsylvania. These events are not recognized by the Chatham University MSAT Program as Clinical Education, and no credit toward completion of the student's clinical education requirements will be awarded for these activities.

Courses Affiliated with Clinical Education

AT 512, 513, 514, 515, 516: Clinical Athletic Training I-V

These clinical experiences expand upon the didactic knowledge to master the competencies expected of an entry-level athletic training student. The clinical experience is to be distributed as equally as possible over the two years of the curriculum. CPR/First Aid certifications must be current to remain at clinical sites.

Clinical Education Requirements

| Semester | Course | Minimum / Maximum Hours | Typical Clinical Experience (weeks) |
|----------|---|--|---|
| Fall 1 | AT 512: Clinical Athletic Training | 240 hours (~16 hours/week) 465 hours (~31 hours/week) | Lower Extremity (15 weeks) |
| Spring 1 | AT 513: Clinical Athletic Training | 240 hours (~16 hours/week) 465 hours (~31 hours/week) | Upper Extremity (15 weeks) |
| Summer 1 | AT 514: Clinical Athletic Training | 160 hours (~20 hours/week) 280 hours (31 hours/week) | General medical or orthopedic setting (8 weeks) |
| Fall 2 | AT 515: Clinical Athletic Training | 320 hours (~32 hours/week) 460 hours (~46 hours/week) | Student Choice (10 weeks immersive) *May be shortened or extended based on site* |
| Spring 2 | AT 516: Clinical Athletic | 240 hours (~16 hours/week) | Student Choice (15 weeks) |

| | | | |
|--|---------------------------------|-----------------------------------|-----------------|
| | Training | 465 hours (~31 hours/week) | |
| | Total Hours Required | 1200 hours 2,135 hours | 63 weeks |

All clinical experience hours must be recorded in A-Track and signed off by the supervising Preceptor. The Director of Clinical Education is responsible for monitoring hours in A-Track. The DCE reviews A-Track at least 2 times each month to monitor compliance. For students falling below or who are far exceeding the expected clinical hours, a meeting between the DCE, Preceptor, and student occurs to discuss a remedy for the situation. Students must demonstrate competency in various clinical skills. At the conclusion of each term, students will be evaluated by their Preceptor.

Clinical hours during the first summer and/or first winter break are optional. If the student chooses to obtain additional experience, these must be with a Chatham approved Preceptor at an affiliated site. Students enrolled in AT 512 are not required to attend pre-season practices and/or competitions prior to the first day of classes. Students are not required to attend practices and/or competitions during the winter break. However, these can often be highly valuable learning experiences, and students, with the approval of the DCE, may request an incomplete in their clinical education course to complete the hours and gain additional clinical experience.

In the second through fifth clinical athlete training courses, students may also be permitted to continue their clinical education experiences during university vacation periods or after the traditional academic semester ends. If an athletic training student cannot fulfill the minimal clinical hours of their respective educational experience, it is the student's responsibility to notify their preceptor, the MSAT Program Director, and DCE at least one month prior to the conflict. In general, athletic training students should be prepared to participate in their respective clinical education assignments during all pre-season, post-season, and break periods.

Immersive Clinical Experiences

In anticipation of the immersive clinical experience, students are encouraged to work with the MSAT faculty to seek and secure a placement. By March 1st of their 1st spring semester, students should submit a list of three potential placements for the upcoming fall semester. This list will be reviewed by all 3 MSAT faculty to grant approval to contact potential preceptors. Approval will be determined by examining GPA, overall class engagement, and clinical experience performance. Those students with ongoing remediations, low GPA, or performance concerns may be required to complete immersive rotations at sites within the Pittsburgh region.

Student Evaluation Procedures

Students will be evaluated formally during each clinical experience. For experiences lasting longer than three weeks, these evaluations are completed at the mid-term of the clinical education experience and at the end of the clinical experience. The mid-term evaluation is formative in nature, while the final evaluation is summative. Evaluation forms are provided in advance with required dates of completion. Preceptors must review this written evaluation with the student before submitting it to the Director of Clinical Education. The form is then submitted by the Preceptor to the Director of Clinical Education.

The following scale is used by the Preceptor when evaluating students during the clinical education experience:

| Grading Scale | <u>Description</u> |
|----------------------|--|
| 4 | Performs this action at the level of an entry-level certified athletic trainer |
| 3 | Performs this action at a level that is appropriate for a second year MSAT student |
| 2 | Performs this action at a level that is appropriate for a first year MSAT student |
| 1 | Performs this action at a level that is unsatisfactory for a first year MSAT student |
| 0 | Not Applicable or Not Observed |

Scores of “Not Applicable, Not Observed” will not positively or negatively affect the student’s overall grade. It is expected that students will score at their current level (i.e., first-year students should score a “2”, second-year students should score a “3”). An average level score for the entire evaluation (scores of zero do not factor into the student’s grade) will earn the student an 80% on the evaluation. Preceptors and students should meet informally at least once weekly to have informal discussions about the student’s performance. Additionally, it is the student’s responsibility to ensure that each document is completed in its entirety. Clinical education course grades may be affected by documents not being completed correctly.

The clinical proficiency evaluations are provided to the athletic training students upon acceptance into the MSAT program. Preceptors have access to proficiencies via ATrack. Before each rotation, preceptors are also given a list of courses the student completed in previous semesters and the proficiencies to be evaluated at the rotation conclusion. Athletic training students are assessed on clinical integrated proficiencies as part of the final performance evaluation. The athletic training student must be able to present his/her clinical proficiency evaluations immediately upon request by a Preceptor.

Preceptor and Clinical Site Evaluations

The clinical site and Preceptor are evaluated anonymously by athletic training students in conjunction with the evaluation of the Preceptor at the conclusion of the clinical experience. The athletic training student submits these evaluations through ATrack for the Director of Clinical Education and/or Program Director to review. At the conclusion of the academic year, the Program Director and the Director of Clinical Education provide the Preceptor with general feedback from the evaluation conducted by the athletic training students. This feedback is provided to assist the Preceptor in improving the clinical site. The Director of Clinical Education and the Preceptor meet at the conclusion of the academic year to discuss the evaluation and determine the appropriate changes necessary to improve the clinical education experience for the students.

Student Dress Code and Appearance Guidelines

Required attire will vary from one clinical education site to another. However, the following applies in all clinical education situations, regardless of site. Either prior to or on the first day, it is the student's responsibility to communicate with their preceptor regarding the site-specific dress code.

1. The MSAT Program Faculty and Staff feel that professionalism is of the utmost importance in an athletic training student. These preceptors may likely serve as references and speak to these qualities.
2. Students should remember that their professional appearance represents themselves, the AT Program, and Chatham University.
3. Clothing should be clean, neat, and free of holes, fraying, or excessive wear.
4. Students should be professionally groomed at all times. This includes practices of proper hygiene. Hair should be clean and appropriately / professionally groomed. Nails should be kept clean and of functional length.
5. Students who do not abide by the required / appropriate dress code will face disciplinary action, including possibly being suspended or removed from the clinical education site and reducing grades on clinical evaluations.
6. The Dress Code may be slightly tailored based on the specific clinical site.

Daily Clinical Attire for Traditional Athletic Training Settings

1. Students are required to always wear a Chatham University AT Clinical Education name tag.
2. Students are highly encouraged to wear a wristwatch with a second demarcation or timer during all clinical education experiences.
3. Collared shirt
 - a. This does not have to be a Chatham University Athletic Training shirt if the clinical education site provides site-specific attire. Plain polo-style shirts are also acceptable.
 - b. Shirts must be tucked in during all clinical education experiences
 - c. T-shirts are unacceptable unless specified by the assigned site.

4. "Khaki" shorts (mid-thigh or longer) or pants
 - a. Short shorts are unacceptable
 - b. Mesh or athletic shorts are unacceptable
 - c. Jeans and jean shorts are unacceptable
 - d. Sweatpants, wind pants, and athletic pants are unacceptable
 - e. Tights, yoga pants, spandex, or low-waist pants (i.e., trendy hip huggers) are unacceptable.
5. Sweatshirt
 - a. Acceptable options are either Chatham University, a plain, or a site-affiliated sweatshirt.
6. General Clothing
 - a. Clothing that exposes undergarments is unacceptable.
7. A belt must be worn if shorts/pants have belt loops
8. Tennis shoes or dress shoes with socks
 - a. No open-toed or open-heeled shoes
9. Hats may be worn for outdoor events only and should be removed when coming indoors. Hats should be plain or represent either Chatham University or the clinical education site.
10. Jewelry should be discreet
 - a. Earrings should be limited to two per ear
 - b. No large, long, dangling earrings may be worn for safety reasons
 - c. Ear gauging and spacers are prohibited
 - d. Non-traditional piercings including, but not limited to, eyebrows, tongues, lips, cheeks and chins are prohibited
 - e. Rings should be limited to two per hand
 - f. Necklaces should be kept to a minimum and should be placed inside the shirt or blouse while completing clinical education
11. Tattoos should be covered as best as possible

Outdoor Event Inclement Weather Attire

1. The health and safety of the student completing clinical education takes precedence over the dress code.
2. Students should attempt to follow the traditional dress code whenever possible
3. Jackets, fleeces, and sweatshirts may be worn as needed.
 - a. Whenever possible, these items should be plain or depict the logos of Chatham University or the clinical education site.
 - b. Ideally, these items would be of a neutral color or the color of the clinical education site.
4. Rain jackets and pants or wind jackets and pants may be worn
 - a. Whenever possible, these items should be plain or depict the logos of Chatham University or the clinical education site.

Students are required to return to the traditional dress code when coming inside for clinical education activities.

Indoor Event Attire in Athletic Settings, Physician/Rehabilitation Center and Office Attire

1. All students are required to always wear a Chatham University AT name tag (unless the clinical site requires a site-specific name tag to be worn)
2. Students are highly encouraged to wear a wristwatch with a second demarcation during all clinical education experiences.
4. Dress shirt, blouse, or sweater
 - a. A necktie is preferred but not required.
 - b. Dress jacket / Suit Jacket may be required by clinical site
 - c. No low-cut or see-through blouses
 - d. No clothing that exposes undergarments
 - e. All ties must be worn with a tie tack
5. Dress pants, skirt, or dress
6. Dress shoes
 - a. No tennis shoes
 - b. No open-toed or open-heeled shoes
 - c. Appropriate socks should be worn based on footwear selection
7. Hats should not be worn
8. Jewelry should be discreet
 - a. Earrings should be limited to two per ear
 - b. No large, long, dangling earrings may be worn for safety reasons
 - c. Ear gauging and spacers are prohibited
 - d. Non-traditional piercings including, but not limited to, eyebrows, tongues, lips, cheeks and chins are prohibited
 - e. Rings should be limited to two per hand
 - f. Necklaces should be kept to a minimum and should be placed inside the shirt or blouse while completing clinical education
9. Athletic training students should be sure that clothing allows for assessment, treatment, and assistance of patients without compromising oneself.

Name Badges

All AT program students will be provided with a name badge before the start of their first clinical rotation. For all sites, MSAT students are required to wear name badges to identify themselves to student-athletes/patients as students. It is the student's responsibility to maintain the name tags. Requests for replacement of broken, defective, or lost name tags should be directed to the Director of Clinical Education. Students will be responsible for the cost of lost name tags.

Electronic Communication and Media

The Chatham University AT program promotes professional interactions between clinicians and patients. The program prohibits athletic training students from interacting with current patients or athletes not associated with Chatham University using social networking media. Athletic training students should not accept nor request any social interaction with any current patient or non-Chatham athlete/patient, regardless of whether the athletic training student is directly responsible for the patient's care. This includes refraining from social networking with athletes from athletic teams with whom the athletic training student has no direct contact and patients being treated by another clinician at the athletic training student's clinical education site. Athletic training students are encouraged to keep all social media accounts private. This policy further prohibits social interaction with patients/athletes by text messaging and electronic mail.

Furthermore, it is unacceptable for athletic training students to interact through social networking media, text message, or electronic mail with patients/athletes who are *minors*, no matter if they are currently working with the minor or if they are no longer providing healthcare for the minor.

Athletic training students should also refrain from sharing any materials, including but not limited to text, images, or video related to patient diagnosis and care through social networking media, text message, or electronic mail. Any such disclosure of information is in violation of HIPAA policies and the AT program Confidentiality Guidelines.

Professionalism Disciplinary Policy

It is the program expectation that students carry themselves as professional graduate students preparing to enter the medical field. Students are expected to be punctual, engaged, helpful, and communicative. The following actions are examples of actions that could result in a warning and deductions to the student's overall clinical experience grade: Lack of communication - Not calling or not showing up for assigned clinical times, failing to communicate to preceptors in a timely manner, unnecessary or excessive phone use, failing to attempt assigned tasks, inappropriate language, dishonesty to preceptors or faculty members or other unprofessional behaviors. (Appendix G)

Cell Phone Use

Prior to or on the first day of each clinical rotation, the student should ask about the site's policy on cell phone usage. Cell phones are to be used for emergencies only while at the clinical education experience. Cell phones may not be used for personal calls unless approved by the Preceptor.

Conduct with Patients/Athletes

Both in and out of the clinical settings, students should remember to act accordingly. It is recognized that friendships may arise between athletic training students and patients. Athletic training students must maintain an appropriate and professional rapport with their patients. It is crucial to demonstrate and maintain respect for patients and their relationships with the site and preceptors.

Relationships with Patients/Athletes

Athletic training students participating in intimate relationships (casual or sustained) with patients can lead to compromising situations and will not be tolerated, and may result in disciplinary actions, which may include immediate dismissal from the Master of Science in Athletic Training program. Each situation will be evaluated on a case-by-case basis. Questions regarding relationships with patients should be directed/reported to the Program Director and/or the Director of Clinical Education to avoid any potential ethical/medical conflicts of interest. Early reporting is recommended to prevent the relationship from affecting the athlete/patient, team, or athletic training student. If the relationship starts affecting the athlete/patient or environment, the athletic training student may be reprimanded with possible removal from clinical duties.

Athletic training students must also avoid verbal and/or physical arguments outside of the clinical setting with athletes/patients. **Determination of any altercation (verbal and/or physical) with an athlete/patient will not be tolerated and may result in immediate dismissal from the Master of Science in Athletic Training program.**

Professional Relationships with Preceptors

It is imperative that students and preceptors in athletic training develop and maintain a professional relationship. Specific expectations for clinical rotations will be discussed prior to the start of the rotation. Any issues at the clinical site should be initially discussed with the Preceptor, followed by the Director of Clinical Education. Intimate relationships (casual or sustained) while assigned to a Preceptor are not tolerated and may result in disciplinary actions, which may include immediate dismissal from the Master of Science in Athletic Training program. Any conduct among students and Preceptors deemed inappropriate will result in disciplinary actions.

Professional Relationship with Coaches

It is important that athletic training students develop professional relationships with the coaches of teams with which they work. Usually, the Preceptor will provide status reports to coaches, although athletic training students may be required to do this on occasion. AT students should discuss handling the coaches' questions with their Preceptor. Generally, athletic training students' interaction with coaches should increase with the clinical experience. Occasionally, such interactions can present difficulties. If an athletic training student has difficulty with a coach or an athlete, he/she should make this known to the Preceptor immediately. Most problems can be easily resolved if approached early. Intimate relationships (casual or sustained) with coaches at the assigned clinical rotation will not be tolerated and may result in disciplinary actions, which may include immediate dismissal from the Master of Science in Athletic Training program.

Relationship with Other Medical Professionals

Athletic training students should be professional when interacting with physicians and other medical professionals. These interactions are exceedingly important to the clinical education of the athletic training student, and they are to be actively sought out. Students are encouraged to ask questions when appropriate and to use appropriate professional terminology.

Confidentiality Guidelines

Students and faculty are required to maintain confidentiality within the clinical and academic settings. The patient's medical records must always be maintained, as these are considered legal documents. All student files are kept in the Program office in a locked file cabinet. Any questions or concerns regarding medical information must be directed to the Head Athletic Trainer, Preceptor, or Head Coach. If medical records are needed for a case study, then the athletic training student must complete the appropriate Medical Records Release Form and have it approved by both the patient and the Head Athletic Trainer, Preceptor, and/or other designated clinical instruction site administrator (i.e., Athletic Director, Sports Information, Medical Director, Medical records, etc.) prior to accessing or using any information obtained from such records. This form gives the athletic training student access to the medical records only of the patient noted on the form. The records should not be taken out of the facility or photocopied under any circumstances. Anyone associated with access to documents that are the property of the clinical instruction sites will fully comply with all regulations set forth by the Health Information Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Athletic training students must remember that discussing the status of a student-athlete/patient with other student-athletes is forbidden. This is considered a breach of confidentiality. The athletic training student must be aware of his/her surroundings at all times when the health status of a student-athlete/patient is discussed. Failure of students to comply with HIPAA may result in failure of the

clinical education course or suspension or dismissal of the AT Program. Additionally, students who violate HIPAA confidentiality requirements may be subject to legal ramifications at the local or federal levels.

*Please see Appendix B for the Confidentiality Agreement signature page.

Public Relations and the Media

Athletic training students in clinical education within athletics or other sports may find themselves in situations where a member of the press asks them to provide information about an athlete. At all times, athletic training students should be very mindful of patient/athlete confidentiality in dealings with the press. In dealing with members of the press: (a) always be polite, (b) refer them to the Preceptor without providing any patient/athlete information, and (c) nothing said to the press is ever “off the record”.

Differences of Opinion

Athletic training students are encouraged to discuss the difference privately with the other person or preceptor. Never argue in the presence of the patient, parent, coach, or any other person – it only serves to undermine the patient’s confidence in both the AT student and the other person.

Analyzing, Resolving & Documentation of Clinical Education Problems

All individuals have the right to privacy. The maintenance of confidentiality helps to build trusting relationships and keep the lines of communication open. We ask all participants in clinical education to support the rights of individuals to support learning potential.

1. As soon as the problem is identified, the athletic training student should discuss it with their preceptor.
2. If either person believes another invention is needed or they are unable to solve the problem, either or both people should contact the Director of Clinical Education.
3. If the problem cannot be resolved at this level, the student and the Director of clinical education should contact the program director.

Absence from Clinical Setting

Absence from one’s responsibilities is discouraged; however, if a situation should arise where an athletic training student cannot attend a clinical setting activity (practice, game, medical rotation, etc.), he/she should contact the Preceptor and apprise him/her of the situation immediately and the DCE. It is highly recommended that the athletic training student give a minimum of 24 hours’ notice.

Pregnancy

The pregnancy of an athletic training student will be accommodated as necessary. A Technical Standards form will be signed by the athletic training student, noting any accommodation that will be necessary during the entirety of the pregnancy. The Program Director and Director of Clinical Education will work to provide a safe environment for clinical rotation. Note that the athletic training student will still be held to

the same standards as others regarding hours and proficiencies; however, extensions may be granted if necessary.

Outside Employment

Students are encouraged not to hold outside jobs while working as athletic training students. Simultaneously working as an athletic training student and having an outside job may interfere with the student's study time and adversely affect his/her performance in the class and Athletic Training Room. In addition, students may not substitute for Preceptors in their responsibilities or duties.

Students who hold outside jobs must not let their jobs interfere in any manner with assigned clinical rotations. Time off from clinical hours or leaving early at the end of the day will not be granted to students who are employed outside. Remember, a student's clinical rotation duties don't always run on a strict schedule and are subject to change on short notice.

For students securing graduate assistantships, every effort will be made to allow for the execution of those tasks along with the completion of clinical hours. An individualized plan will be developed to best suit the student and the assistantship. Like any outside employment, the assistantships may not adversely affect his/her athletic training performance.

Athletic training students who accept work for events not sponsored by the Chatham University Athletic Department are not covered in any manner by Chatham University for liability, including their acts of omission or commission. Students working in this capacity are working as independent contractors and are responsible for their own acts, liability and malpractice insurance, and supplies; they are also responsible for complying with state and federal laws and the NATA Code of Professional Conduct. Hours accrued during these events cannot be counted toward MSAT program requirements.

Documentation of Clinical Education Hours

Clinical education hours accumulated under the direct supervision of a Preceptor must be recorded by the athletic training student through A-Track as verification of meeting class requirements. This requires documentation of the month, the year, the type of Athletic Training experience, performed activities and the Athletic Training hours accumulated for each day. The athletic training students are encouraged to log hours daily into the ATrack system.

Only the Athletic Training clinical education hours obtained under the direct supervision of a Preceptor may be counted toward the required hours for graduation. Athletic Training clinical education hours do not include the time spent traveling with a team, lodging, team meetings, team meals, or hours working for payment of any type.

With this, clinical hours may be recorded during the following:

- Set-up for practice/competition and clean-up after practice/competition
- Preparing the athletes for practice/competition
- Treatments before and after practice/competition
- Injury evaluation/Clinic with a team physician
- Rehabilitation
- Escorting an athlete to an appointment with a physician or to the emergency room
- Observing surgery
- In-services
- Administrative duties
- Daily athletic training room tasks

Clinical hours may NOT be recorded for the following:

- Traveling with a team
- Team meetings
- Team meals

Transportation to Clinical Sites

Each athletic training student is responsible for transportation to and from clinical practice sites throughout the entire MSAT program. Transportation requires that each student has personal access to a car. In the event of inclement weather, the student should use their best judgment regarding travel to their site. Free public transportation is available throughout all of Allegheny County with the use of Chatham University ID.

Travel Policy

During clinical rotations, students may be offered opportunities to travel to away contests. The MSAT program highly encourages the chance to travel but this is at the discretion of the Preceptor and Clinical Site. The MSAT program does not require the students to travel to away contests. The ability to travel is often determined by financial feasibility and preceptor travel. If a student is unable to travel to away contests in one rotation, every effort will be made by the MSAT faculty to provide the opportunity to

travel in future rotations.

Any MSAT travel must meet the following criteria:

- Travel with and direct supervision by a trained MSAT Preceptor.
- Performance of any clinical proficiencies must occur with the MSAT Preceptor present.

Violations of this policy may result in athletic training student dismissal and immediate removal of athletic training students from the clinical site.

While traveling to clinical sites or away contests, athletic training students assume the risks associated with travel. These risks include the potential for accidents, serious injury or even death.

See Appendix D for Travel Policy Acknowledgment and Signature sheet.

Transportation of an Injured or Ill Patient

An athletic training student in the MSAT program should not be the primary driver in the transportation of an injured or ill patient unless the necessary training and paperwork have been completed. An MSAT student transporting an injured or ill patient not under the direct (auditory and visual) supervision of his/her Preceptor places the patient at risk. Therefore, only patients/athletes deemed stable by the Preceptor should be transported by an athletic training student. This should never be done without prior approval EACH TIME by the Preceptor.

Volunteer Policy

The Chatham University AT program does not allow students to work as a First Responder or a First Aid Provider. An athletic training student working without supervision from a program Preceptor is not authorized.

The athletic training student **CAN ONLY** participate in the following:

1. Observation under direct supervision of an MSAT program Preceptor
2. Travel with teams only accompanying an MSAT program Preceptor
3. Clinical experience only when an MSAT program Preceptor is in visual and auditory contact

Athletic training students who are found to be in violation of the above policy will be removed from their site and may be dismissed from the program. Sites in violation will immediately have all students removed from said site.

Athletic training students performing community service CANNOT represent themselves as an athletic training student or First Aid Provider.

Please see Appendix D for the Volunteer Policy Acknowledgement signature page.

Internships and Summer Camps

Athletic training students may choose to participate in athletic training internships and/or summer camps. These are not required by the AT program, nor will they satisfy any AT program requirements. Athletic training students who choose to participate in these internships are responsible for ensuring that their participation in the internship does not violate the athletic training licensure laws or other similar regulations in the state(s) where the internship/camp will take place. The AT Program Director can assist the athletic training student in reviewing the state regulation(s) that may apply, but the athletic training student is ultimately responsible for the final determination. In addition, athletic training students who participate in an internship are strongly encouraged to purchase liability insurance that would cover him/her during this experience.

Financial Assistance

Chatham University athletic training students can apply for a variety of financial aid options other than the traditional forms offered through the University's financial aid office. Listed below are scholarships and assistantships available through various professional organizations with specific eligibility requirements.

Chatham University Graduate Assistantships

There are a limited number of research, special projects and teaching assistantships that are available to help defray the cost of the tuition. Each position requires 10-15 hours per week of work during the academic year depending on the position. Please contact the appropriate Admission counselor and the MSAT Program Director for more details.

NATA Scholarships

The NATA Research and Education Foundation offers annual scholarships. Athletic training students interested in applying should request information from the Program Director or Director of Clinical Education. The eligibility requirements and application are available at www.natafoundation.org. The deadline for application is in February.

EATA Professional Level Scholarships

The Eastern Athletic Trainers' Association (EATA) offers eleven \$3000 scholarships to students in professional level accredited programs. Each Preceptor can nominate no more than one candidate. A maximum of two applicants from one AT program may be selected as EATA scholarship recipients each year. The eligibility requirements and applications are available at <https://goeata.org/>.

PATS Student Scholarships

The Pennsylvania Athletic Trainers' Society (PATS) offers five \$2000 scholarships to outstanding students from the PATS, Inc membership. Any Licensed/Certified or Licensed/Certified- Retired member of PATS, Inc., in conjunction with the program directors of the students' institution, may nominate no more than one candidate for this award. No more than two candidates can be nominated from any one institution. Applications must be received by April 1. The eligibility requirements and applications are available at

<http://www.gopats.org/scholarships/scholarships.htm>

Dayna Brons Memorial Scholarship

The Dayna Brons Memorial Scholarship is awarded annually each spring to a Pittsburgh-area athletic training student who exemplifies Danya's dedication and commitment to the profession as well as her zest for life. Applications are due early spring, and awards are made in April. Eligibility requirements and applications are available by contacting daynabronsscholarship@gmail.com

Teaching Assistant Positions

Teaching assistant opportunities are available for students in the MSAT program. These hourly positions support teaching, laboratory sessions, research, student learning, and retention in the undergraduate exercise science program at Chatham University. Teaching assistants support the full-time faculty and are under the supervision and guidance of the faculty they are assigned to. Application for Teaching Assistant positions can be found on My.Chatham under Student Employment.

Vincentian Schenley Gardens – Intergenerational Living Learning Opportunity

Chatham CHS Students qualify for discounted rent in exchange for volunteering at Vincentian Schenley Gardens - <https://vcs.org/vincentian-schenley-gardens>

STUDENTS IN RESIDENCE OVERVIEW

Vincentian is seeking energetic, mature, outgoing, and compassionate students for a unique opportunity to live and volunteer with seniors residing at Schenley Gardens, a personal care home located along Bigelow Boulevard at the gateway to Oakland.

- In exchange for a significantly discounted rent rate, students agree to spend a minimum of 6 hours per week with the residents.
- This groundbreaking intergenerational program, the first of its kind in the area, offers students unparalleled experiences and mentorship that will last a lifetime and will serve as a stepping-stone to any number of careers.
- Applications are being accepted exclusively from graduate health sciences students.
- Successful candidates will be engaging, thoughtful, curious, and interested in making a difference on both a micro and macro level.

Center Avenue Suites – A Healthcare Living and Learning Community

Centre Avenue Suites, located near UPMC Shadyside Hospital, is Chatham's new Living and Learning Community (LLC) for graduate students in the College of Health Sciences. For the first time ever, we're giving you the opportunity to live with students who share similar values and ambitions while gaining firsthand experience in the heart of Pittsburgh's medical domain.

Features:

- Located 1 mile away from Chatham's Shadyside campus, less than 2 miles away from Chatham's Eastside campus, and within quick walking distance of UPMC Shadyside
- Spans six floors, with over 40 one-bedroom suites
- Provides a large community kitchen, dining area, laundry room, common lounges, a small fitness room, and study spaces
- Secured with badge access and cameras
- All suites include basic furnishings and utilities and are air-conditioned

- Single or double-occupancy options are available

For questions, to schedule a tour, and to begin the housing application process, please email ResLife@chatham.edu or call 412-365-1518.

Section V: Disciplinary Actions and Grievances

Grade Appeals

Students may encounter challenges throughout this program, including failing courses. Students are encouraged to attempt to resolve difficulties by discussing them with the appropriate faculty involved. If the problem cannot be resolved, the students should contact the Program Director. While students are on clinical rotation, they should notify the Director of Clinical Education immediately of any difficulties they are encountering, even if they are able to resolve their difficulties in person. The student should also contact their advisor on campus for assistance. Ultimately, if these attempts fail, the Program Director should be contacted.

All formal appeals must be filed in writing to the Program Director within 5 calendar days of the faculty's decision. Acknowledgment of receipt of the grievance and an initial plan for resolution of the grievance will be provided by the Program Director, in writing, to the student within 5 calendar days of receipt. The student may be asked to meet with the Program Director to fully understand the appeal.

If the issue remains unresolved, the student may then file an appeal with the appropriate academic dean, who will seek formal reconciliation. Appeals made to the Dean of the School of Health Sciences must be in writing and must include written documentation from each stage of the appellate process. A student challenging a grade received in a course may file an appeal with the Dean's Office no later than 14 calendar days after the student receives notification from the program director. The Dean will investigate the case, hearing both the student and the faculty member, and will render a decision within 30 calendar days of receiving the petition.

If reconciliation is not achieved at the dean level, the student may file an appeal with the Vice President of Academic Affairs. An appeal must be filed with the Vice President of Academic Affairs no later than 5 calendar days after receiving the dean's decision in the case. The decision of the Vice President is final in the grade appeal process. The appeal must be in writing and must include written documentation to support the appeal. The Vice President of Academic Affairs will investigate the case, hearing both the student and the faculty member, and will render a decision within 30 calendar days of receiving the petition. The Vice President of Academic Affairs will inform the student and the faculty member of the decision in writing. The decision of the Vice President of Academic Affairs is final in the grade appeal process.

Dismissal Appeals

Students may appeal a program dismissal. Appeals must be submitted to the Dean of the School of Health Sciences in writing within fourteen calendar days of receipt of the dismissal. The student is responsible for providing all supporting materials with their written appeal. The dean has 30 calendar days to respond to the appeal. Following the decision of the Dean of the School of Health Sciences, a student may then appeal the decision to the Vice-President of Academic Affairs within 5 calendar days of the decision of the Dean. The decision of the Vice-President has 30 calendar days to respond with a decision; this decision is final. (Also see the Chatham University Course Catalog under Dismissal Appeals Graduate and Undergraduate section)

Appeal of Academic Regulations

Students have the right to appeal any decision of their advisor, instructor, or program direction regarding their academic standing. The appeals process is outlined in the Chatham University catalog.

Grievance Policy and Procedure

If a student has a grievance related to the program, the following serves as a guideline for handling these issues:

1. Students are encouraged to attempt to resolve difficulties by discussing them with the person involved. Professional communication and conflict resolution are hallmarks of professional behavior. Addressing issues and disagreements in a professional manner is a vital and necessary skill for all practitioners.
2. If students are unable to resolve the issues via discussion with the individual involved, they should then contact their advisor for assistance.
3. Any issues or difficulties that cannot be resolved by the student and advisor should be brought to the attention of the Program Director.

Section VI: Bloodborne Pathogens

Bloodborne Pathogen Policy

The unpredictable and varied circumstances encountered by students in their curriculum makes differentiation between hazardous and non-hazardous bodily fluids difficult. Infection control practices attempt to eliminate sources of infection to help protect patients and providers from disease. The Centers for Disease Control recommendations for health care organizations are to be used in caring for all patients regardless of presumed infection status. These Universal Precautions include OSHA regulations or occupational exposure to blood-borne pathogens. Transmission-based Precautions have been developed to interrupt specific microorganism transfer based on modes of transmission. These precautions are to be used in addition to Universal Precautions and include airborne, droplet, and contact precautions. While not governed by OSHA but to protect against exposure to infectious diseases, all students will be instructed in the use of Universal Precautions and Transmission-based Precautions.

Universal precautions are a method of infection control in which all blood and other infectious bodily fluids are treated as if they are known to be infectious HIV and HBV. They shall be exercised by students in all such situations. Students will treat all bodily fluids as infectious. These fluids include Amniotic, Cerebrospinal, Pericardial, Peritoneal, Pleural, Semen, Synovial or Vaginal. These requirements reflect OSHA federal law. Students are introduced to Universal Precautions, including the definition, background, and specific procedures during AT500 Prevention/Care of Emergency Medical Conditions during the first semester. Universal Precautions are also reviewed prior to the beginning of AT512, Clinical Athletic Training I. It is the expectation of the program that Universal Precautions are utilized by faculty and students during all learning experiences either classroom or clinical.

Bloodborne Pathogen Training:

Prior to beginning the program, each ATS must complete Bloodborne Pathogen Training online training Brightspace via Infobase and submit a certificate or proof of completion to the Director of Clinical Education for their student file. In addition to this training.

Precautions are reviewed in the courses mentioned above, along with a clinical site-specific review prior to beginning each rotation.

Bloodborne Pathogen Requirements:

The University AT laboratory and each clinical site will have the following:

- Biohazard disposal equipment (biohazard bags, waste and sharps containers)
- Bloodborne pathogen barriers (Surgical gloves, face shields, CPR masks)
- Sanitizers (antiseptic hand sanitizers, antiseptic towelettes, clean towels, EPA approved cleaner)
- First aid equipment (wound care and covering materials)

Minimizing the Potential for Exposures:

- Access to proper containers and bags for biohazardous waste.
- As soon as possible following contact, use the hand-washing facilities, antiseptic cleaners and hand towels.
- Use of personal protective equipment (gloves, goggles, face shields, CPR masks).
- Use procedures to minimize splashing, spraying or generation of droplets.
- Maintaining clean and sanitary equipment and environments.
- Any open wounds should be appropriately treated and covered to prevent exposures.
- Proper Hand-Washing Procedures:
 - Use running water and a generous amount of soap
 - Apply soap vigorously to all surfaces of the hands
 - Wash for at least 10 seconds
 - Clean under fingernails
 - Rise with hands pointed down to avoid splashing
 - Dry hands well with paper towels and use the towel to turn off the water
 - Discard towel in the appropriate container.

Post-Exposure Control Procedures:

Instituted following a potential exposure to a bloodborne pathogen by a faculty, staff, preceptor or student:

- Cleanse the surrounding area with soap and water or flush the eyes, nose or mouth with tap water.
- Inform the preceptor and Director of Clinical Education about the exposure.
- Chatham University has an affiliation with UPMC local Urgent Cares and Hospitals. Students are free to report to any provider that they wish.
- Within two hours of exposure, report to the nearest Hospital Emergency Department according to where the exposure occurs:
 - On the Chatham University's campus before, during or after the hours above.
 - Report to UPMC Urgent Care Shadyside: 5231 Centre Avenue, Pittsburgh, PA 15232. Phone: (412)-623-4114.
 - OR
 - Report to UPMC Shadyside Hospital Emergency Department: 5230 Centre Ave, Pittsburgh, PA 15232. Phone: (412)-623-2121
 - Off campus exposure or out of area.
 - Report to the nearest Emergency Department.
- Tell the staff of the experienced occupational bloodborne exposure.
- Adhere to and maintain follow-up testing and care as prescribed by treatment facility.

Financial responsibility related to significant exposure rests on the student.

Side effects of any recommended prophylaxis or treatment of the actual disease itself may cause significant health impairments that could result in a student having to take a leave of absence or withdrawal from the program.

Decisions of student progress based on exposures to hazards are handled on a case-by-case basis.

Communicable Disease Policy

This policy is to protect the health and safety of MSAT students, faculty, preceptors, clinical patients, and associated staff. It serves as a plan to assist in the management of MSAT students with infectious diseases.

A communicable disease is an illness that is transmitted between people by direct or indirect contact, droplets, airborne routes, percutaneous or mucous membrane exposures. Indirect contact involves contact with a contaminated surface, clothing, linens, food, water, air, or soil.

Communicable diseases include all of the following:

| | | |
|-----------------------|--------------------------|------------------------------|
| Bloodborne Pathogens | Conjunctivitis | Measles |
| Conjunctivitis | Meningitis | Viral Respiratory Infections |
| Norovirus | Streptococcal Infections | Tuberculosis |
| Hepatitis Viruses | Herpes Viruses | Pertussis |
| Varicella | Mumps | Diphtheria |
| SARS-CoV-2 / COVID-19 | | |

More at www.cdc.gov

Signs and symptoms of communicable diseases may include but are not limited to:

- Fever
- Rash
- Mucous or nasal discharge
- Chest pain
- Dizziness
- Skin lesions
- Cough

Any athletic training student having been recently exposed or with any of the above signs or symptoms should report to the Chatham University Health Center, UPMC Urgent Care of Shadyside, or a physician of their choice. If a student reports to a class or clinical site appearing ill, it is up to the discretion of the MSAT faculty or preceptor as to whether or not to send the student home.

As a Chatham Student, basic services will be provided free of care at the Shadyside location. The costs associated with the referral or additional care will be the responsibility of the student's primary insurance and the student.

Students determined by a physician to have an active communicable disease will be required to take excused absences from classroom and clinical hours until deemed non-contagious by the same physician. It is the responsibility of the students to keep the MSAT faculty and preceptor abreast of his/her condition and the potential for missed days of participation. If it is an extended absence, the student will confer with the Program Director and Director of Clinical Education to establish a plan to make up any academic or clinical education requirements.

Section VII: Policies and Procedures

NATABOC Code of Professional Responsibility

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

Code 1 – Patient Care Responsibilities: The Athletic Trainer or applicant:

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

Code 2 Competency – The Athletic Trainer or applicant:

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

Code 3 Professional Responsibility – The Athletic Trainer or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards
- 3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.3 Practices in collaboration and cooperation with others involved in a patient's care when warranted, respecting the expertise and medico-legal responsibility of all parties
- 3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
- 3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training
 - 3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.6 Does not guarantee the results of any athletic training service
- 3.7 Complies with all BOC exam eligibility requirements
- 3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification, or reinstatement including but not limited to, exam applications, reinstatement applications, or continuing education forms, is accurate and truthful
- 3.9 Does not possess, use, copy, access, distribute, or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents, or other materials without proper authorization

Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event
- 3.10 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training
- 3.11 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training

Cooperates with BOC investigations into alleged illegal or unethical activities.
- 3.12 Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information
- 3.13 Complies with all confidentiality and disclosure requirements of the BOC and existing law
- 3.14 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization

- 3.15 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the BOC Professional Practice and Discipline Guidelines and Procedures.
- 3.16 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the BOC Professional Practice and Discipline Guidelines and Procedures.

Code 4 – Research – The Athletic Trainer or applicant who engages in research:

- 4.1.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions and protects the human rights and well-being of research participants.
- 4.1.2 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policies relative to the organization and administration of health systems and/or healthcare delivery.

Code 5 Social Responsibility – The Athletic Trainer or applicant:

- 5.1 Protects the human rights and well-being of research participants
- 5.2 Strives to serve the profession and the community in a manner that benefits society at large
- 5.3 Advocates for appropriate health care to address societal health needs and goals

Code 6 Business Practices – The Athletic Trainer or applicant:

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

Classroom Safety & Equipment Use

General Lab & Classroom Safety & Equipment Use

The program prioritizes hands-on experiential learning while ensuring the safety of students, faculty, and staff. Adherence to established policies is essential in both classroom, lab, and clinical settings to maintain a safe and effective learning environment. General guidelines include:

- Food and drink may be prohibited during certain learning activities due to health and safety risks; instructors will provide guidance beforehand.

- Proper attire, including closed-toe shoes and socks, is required.
- Avoid excessive jewelry, such as bracelets, necklaces, and earrings, which could get caught on others/equipment during learning activities.
- Unauthorized use of equipment is prohibited. Students must use all equipment safely and seek instructor guidance before using unfamiliar equipment. Equipment not being used for learning experiences that day should not be handled or used.
- Maintain a clutter-free floor space to ensure safe maneuvering, especially during transfers, use of suspended equipment, and gross motor tasks.
- Keep all lights on unless instructed otherwise to ensure proper visibility and safety during learning activities.

Infection Control & Universal Precautions

All students receive training on infection control and universal precautions in the first semester. Some courses require additional training and safety protocols related to specific learning activities and equipment, and those are reviewed in those courses prior to the learning activities.

- Use of Personal Protective Equipment (PPE): The program's hands-on skills labs require close student-faculty interaction to develop professional competencies. Safety remains a top priority, especially during pandemics or high rates of communicable diseases. Universal precautions, including droplet/airborne measures, are required when risk is elevated. Appropriate personal protective equipment (PPE) will be provided as needed. Each lab space is equipped with cleaning supplies, PPE for CDC universal precautions, and a policy manual for safe materials handling.
 - Specialized PPE for cadaver labs will be provided by the University. Specialize training, policies, and attestation documentation ensure safety and respect for donated cadavers.
- Handwashing: Students, faculty, and staff must follow CDC guidelines for hand hygiene (Centers for Disease Control and Prevention [CDC], 2024a).
 - Hands should be washed before labs, after handling equipment and materials, after removal of PPE, and after hands-on activities.
 - Sinks are available in the lab and restrooms, and hand sanitizer is available in each classroom and lab.
- Safe Handling of Sharps: Certain lab activities require the use of sharps, such as scissors, cutlery knives, and scalpels (cadaver labs). Sharps must be handled with care and returned to designated containers to prevent injury or contamination. Refer to the *Safety Protocol for Orthotics* for additional guidelines.
- Surface Decontamination: Maintain a clean, organized workspace. Promptly clean and disinfect all surfaces and equipment after use or spills to prevent the transfer of germs or contamination.
- Waste Disposal: Ensure all waste and contaminated materials are disposed of properly to maintain a safe environment.

Management of Therapeutic & Classroom Equipment

The program regularly inventories teaching and learning equipment and conducts maintenance checks on wheelchairs and modality equipment. Students are expected to:

- Inspect equipment before use and report any damage immediately to the instructor. Also, report low inventory or equipment malfunctions promptly to the instructor.
- Be mindful of others when moving equipment or assisting with transfers.
- Ensure all transfer equipment (e.g., wheelchairs, walkers, transfer benches) is properly adjusted and in working order to prevent injury.
- Follow all instructions given by the instructor when using sharps and thermal agents to ensure safety.
- Clean and sanitize all equipment after each use using provided sanitation wipes.
- Return lab supplies to their designated locations and assist with cleanup.
- Borrowing of Equipment/Resources: In some cases, students will be permitted to borrow equipment/resources for use outside of class (e.g., for a presentation or activity at a fieldwork site). To borrow equipment, the student must:
 - Request permission to borrow the equipment from the applicable instructor and the program director via email.
 - Once approval has been granted, the equipment/resources must be signed out with the Graduate Assistant using the sign out book.
 - All equipment/resources must be returned in the same condition as upon sign-out. Damaged equipment should be reported immediately to allow for repair. Repair for damage that cannot be attributed to “normal wear and tear” is the responsibility of the student.
 - Equipment/resources damaged or not returned in a timely manner must be paid for by the student at the cost of replacement. Student grades may be held until the equipment is returned or replaced.

Safety Protocol for Orthotics

These guidelines should be followed during construction of splints and orthotics:

- Maintain a clean, clutter-free workspace and ensure proper lighting in the splinting area.
- Keep splinting tools within reach, ensuring they are out of clients' reach in clinical settings.
- Use designated splint pans for orthotic fabrication, monitoring splint pan temperatures to maintain a range of 149–158°F.
- Handle heated orthotic materials with care; use designated tools to prevent burns.
- Check splinting material temperature for tolerance and monitor skin integrity when fabricating on others.

- Store scissors, utility knives, and sharps properly when not in use; use only those designated for orthotic fabrication.
- Report equipment or sharp tool malfunctions to the instructor for maintenance.
- Turn off splint pans and heat guns when not in use and allow them to cool before storing.
- Adhere to all emergency procedures, infection control, and universal precautions during orthotic fabrication.

Safety Protocol for Physical Agent Modalities

During the program, students are introduced to paraffin units, hydrocollators, ultrasound, and various electrical stimulation devices, which offer therapeutic benefits but also require proper use to prevent injury. For this reason, students must:

- Adhere to all safety guidelines, including manufacturer's guidelines and faculty instructions, to ensure proper use, minimize risks, and foster a safe learning environment while exploring client benefits of each modality.
- Review the user manual, stored with all modality equipment, before use.
- Engage in academic instruction for all modalities, including procedures, safety, precautions, and contraindications.
- Complete a mandatory procedure assignment on safe use of the equipment. Students who miss the instruction and/or have not completed this assignment may not operate the equipment without instructor supervision.
- Be directly supervised until they demonstrate all safety procedures and sound judgment with equipment use through a competency-based assessment.

Therapeutic Modalities Policy

The Director of Clinical Education (DCE) is responsible for ensuring that all sites where students are actively placed are maintaining therapeutic equipment following the manufacturer's guidelines regarding equipment calibration and maintenance. The DCE obtains from each active site (sites where a student has been placed for a clinical education experience in the past academic year) an annual invoice of modality calibration (for therapeutic modalities with that requirement) and electrical safety checks (including, but not limited to, ice machines, hydrocollator units, and therapeutic whirlpools). Sites that have been previously inactive (no students there for one or more full academic year) must provide updated invoices prior to a student being placed there for a clinical education experience.

Health Insurance Portability and Accountability Act (HIPAA)

Completion of Intro to HIPAA for Covered Entities must be completed online prior to the students first clinical placement. Completion of HIPAA training will be online through Infobase

HIPAA – the Health Insurance Portability and Accountability Act- applies to any organization that deals with protected health information. Every clinical rotation will require the maintenance of protected health information. Completion of this training is a requirement before beginning the first clinical rotation. The objectives of this course are to cover HIPAA elements and how healthcare organizations should protect patient privacy. Training consists of 160 minutes of videos and a concluding quiz where students must earn 80 percent. This training must be completed once over the course of the program.

Family Education Rights and Privacy Act (FERPA) Access to Student Records

The **Family Educational Rights and Privacy Act of 1974 (FERPA)** is a federal law designed to protect the privacy of student education records. FERPA grants students the right to inspect and review their education records and outlines procedures for requesting the correction of inaccurate or misleading information through informal or formal processes. Chatham University adheres to this federal law and has established its own institutional policy regarding FERPA. Students are encouraged to refer to the **Chatham University Catalog** for full details on the university's FERPA policy.

In general, students are over the age of 18 and are considered the sole authorized party regarding access to their academic, health, and program-related records.

If a student wishes to authorize another individual (e.g., a parent, guardian, or spouse) to access their educational records, they must complete the **FERPA Release of Information** form, available here: [FERPA Release of Information Form](#)

When completing this form, students should be aware of the following:

- A **separate form must be submitted for each individual** the student wishes to authorize (e.g., one form per parent).
- Students may **customize the type of information** each authorized individual is permitted to receive by selecting specific categories on the form.

Chatham University personnel are **only permitted to share information with the individuals listed on the form**, and **only when those individuals contact the university using the phone number or email address provided on the form**. If contact is made from an unlisted number or email, university staff are not authorized to release any information.

FERPA safeguards your privacy and ensures that you remain in control of your educational records. Please take a moment to familiarize yourself with your rights under this important legislation.

Department of Health & Human Performance Artificial Intelligence (AI) Policy

Academic Integrity and Use of Artificial Intelligence (AI)

To maintain the highest standards of academic integrity, the Department of Health & Human Performance strictly prohibits the use of artificial intelligence (AI) tools or automated programs for any graded coursework. This includes, but is not limited to:

- Quizzes
- Discussion posts
- Written assignments
- Projects or presentations
- Formatting of academic work
- Citation management

Students are expected to complete all graded work independently and without AI generation. Submissions identified or flagged as AI-generated or AI-assisted will receive a grade of zero. Additionally, any suspected or confirmed use of AI in violation of this policy will be reported to the Department of Academic Affairs as an act of academic misconduct.

Violations of this policy are subject to academic disciplinary action, including course failure or dismissal from the program.

Emergency & Evacuation Procedures

Emergency Procedures

- In the event of an emergency, information regarding conditions on the campus will be provided through the mandatory ChathamAlert web-based, mobile, text and email campus system. Students can also call the Campus Police at 412-365-1111.
- Pittsburgh Police, Fire, and EMS can be reached by dialing 911.
- First aid kits are available in the Lab (Room # and Location).
- Information on additional university safety policies and programs can be found on their [webpage](#).

Evacuation Procedures

- Evacuation procedures for all conditions are posted in every building.

Section VIII: Chatham University Title IX Policy

Title IX Policy

In compliance with the US Department of Education's 2024 Title IX Regulations, which went into effect on August 1, 2024, Chatham has updated its policies and website regarding sex discrimination and sex-based harassment.* All campus community members are encouraged to read the policy in full and refer to it, as necessary, as there are many important updates included in the new regulations. Chatham continues its commitment to providing an environment free of sex discrimination and sex-based harassment and encourages any individuals who may have experienced conduct prohibited by this policy to contact the Title IX Coordinator at titleix@chatham.edu. Individuals may also submit a report using our online reporting form: [HERE](#).

In addition, please remember that all University employees (other than providers in Counseling and Health Services) **must report** instances of prohibited conduct under this policy.

Chatham continues to partner with [INCompliance](#) for assistance with our Title IX process. Our partners at INCompliance have undergone trauma-informed training and are experienced and sensitive to the unique challenges of investigating sexual misconduct, sexual violence, and hazing allegations.

We will work in the coming months to educate the campus community regarding changes to the regulations and policy. Students who have any questions are encouraged to reach out.

View the Title IX website here: [Title IX | Chatham University](#)

Appendix A

CHATHAM UNIVERSITY
ATHLETIC TRAINING PROGRAM
MSAT Program Handbook Acknowledgement

I, _____, acknowledge that I have read and understand the most recent version of the Chatham University Master of Science in Athletic Training Student Handbook and applicable University policies. The handbook is available on the Chatham University MSAT Website (<https://chatham.edu/academics/graduate/athletic-training/>).

Additionally, I agree to abide by all of the guidelines outlined there within, during my tenure in the Athletic Training Program. If I fail to adhere to university policy and/or guidelines set forth in this manual, I am aware that I may be disciplined in accordance with the Department of Rehabilitation Sciences and Chatham University policies which may include not completing the MSAT program in the desired time or dismissal from the MSAT program. Future editions of the handbook may contain revised policies which will supersede those in earlier versions. The MSAT program will notify students of updates to the handbook via in-person meetings and electronic mail.

After reading through this document, I addressed any questions, comments or concerns with the MSAT Program Director.

Student Name _____

Student Signature _____ Date _____

Appendix B

CHATHAM UNIVERSITY
ATHLETIC TRAINING PROGRAM
Confidentiality Agreement

By signing and dating this document, I, _____, agree that any patient information acquired during this clinical education experience, at _____ is confidential. I must at all times maintain this confidentiality, whether during experience or after it has ended.

I must abide by the policies and procedures of both the clinical site and the MSAT program. Information regarding the patients' overall health will be used solely for the purpose of education and treatment.

The above-mentioned person agrees to hold any information including status due to injury/illness in confidence and shall not disclose any information to a third party, e.g. coaches, friends, teammates, social media, etc.

The above-named student understands that any violation of this policy will result in disciplinary action and potential expulsion from the MSAT program. The clinical site may remove the student immediately if it deems that the behavior may endanger any patient, breach confidentiality, disrupt operation or not comply with requests made by the facility and its supervisory staff.

I have read the above and agree to maintain the confidentiality of all information that I have access to.

ATS Name _____

AT Signature _____

Date _____

Preceptor Name _____

Preceptor Signature _____

Date _____

Appendix C

Chatham University
Master of Science in Athletic Training Program
Communicable Disease Policy Acknowledgement Form

By signing this form, I acknowledge that I have read and familiarized myself with the Communicable Disease Policy that is located on page ____ of the Master of Science in Athletic Training Program Handbook. I understand the contents of the policy that denote associated risks of attending the didactic and clinical portions of my coursework with an active infectious disease. If I fail to adhere to the policy, I understand that I may be disciplined.

Student Name (Print)_____Date_____

Student Signature_____

Appendix D

Chatham University
Master of Science in Athletic Training Program
Travel/Volunteer Acknowledgement Form

The Chatham University MSAT Program does not allow students to travel without their preceptor or function as a volunteer or first responder. Any work without supervision from a preceptor or faculty member is not authorized.

Any MSAT travel must meet the following criteria:

- Travel with and direct supervision by an MSAT Preceptor
- Performance of any clinical proficiencies must occur with the MSAT Preceptor present.

Violations of this policy may result in Athletic Training Student dismissal and immediate removal of Athletic Training Students from the clinical site.

While traveling to clinical sites or away contests, Athletic Training Students assume the risks associated with travel. These risks include the potential for accidents, serious injury or even death.

During outside volunteer experiences or community service, Athletic Training Students cannot recognize themselves as Athletic Training Students or first responders.

I, _____, (print name) have read and understand the travel policy referred to above.

Student signature _____ Date _____

DCE signature _____ Date _____

Appendix E

Chatham University ATEP

Clinical Rotation Orientation Check-Sheet

Student Name: _____ Year in AT Program: _____

Clinical Site: _____ Preceptor(s): _____

At the beginning of a new clinical rotation, each student must review the following with their preceptor:

- Emergency action plans and procedures
- Blood-borne pathogen exposure protocol, protective equipment, biohazard containers, sanitation tools
- Communicable and infectious disease policy
- Daily tasks and expectations
- Location of first aid supplies and emergency equipment
- Documentation procedures
- Patient privacy and confidentiality procedures
- Student Expectations
- Preceptor Expectations
- Dress Code
- Scheduling

Athletic training students (ATS)s are required to complete a minimum number of clinical hours per semester. Clinical hours should ensure that the ATS emerges as a competent entry-level athletic trainer; however, they should not be required to perform an unreasonable number of hours. ATS have two years to gain practical experience before entering professional practice and should try to gain as much from their preceptors as possible. Athletic training is a clinically based field, thus spending time “in the field” is essential for a solid high quality clinical education. Further, this requirement will ensure that the ATS is better prepared and aware of the time commitment that the profession of athletic training mandates I acknowledge that I have reviewed, discussed, and, therefore, understand the above information with my preceptor.

ATS name (print): _____

ATS Signature: _____ Date: _____

Preceptor name (print): _____

Preceptor Signature: _____ Date: _____

Appendix F

Chatham University
Master of Science in Athletic Training Program
MSAT Remediation Plan

As a result of your performance in (Course number, Course Name, you have failed to achieve the minimum requirement of an 80% final grade during (Term). Due to this insufficiency remediation of this course and the content is required to continue in the MSAT program. You are required to complete remediation by the agreed date below. The remediation plan outlined has been determined by the assigned instructor for the course (Instructor Name) and is mutually agreed upon by all parties. Failure to successfully complete the remediation will result in needing to repeat the course and/or dismissal from the program.

Remediation Plan:

Program Director: Dr. Jason Edsall PhD, LAT, ATC, CSCS

Signature _____ Date: _____

Assigned Course Instructor:

Signature _____ Date: _____

Student:

Signature _____ Date: _____

Appendix G

Chatham University
Master of Science in Athletic Training Program
MSAT Discipline Notification

This is to inform you of a violation committed as an athletic training student. The following is for your information.

o **Unprofessional Behavior**

- 1st Offense: Verbal or written warning
- 2nd Offense: 2% point deduction in Clinical Experience Course Grade
- 3rd Offense: 5% point deduction in Clinical Experience Course Grade
- 4th Offense: 8% point deduction in Clinical Experience Course Grade

o **Unexcused absence or tardy**

- 1st Offense: Written or verbal warning from site preceptor
- 2nd Offense: Disciplinary Review Panel Meeting with site preceptor and Director of Clinical Education. Possible 1 week removal from clinical site.
- 3rd Offense: Suspension from clinical responsibilities for remainder of the semester.

o **Dress code violation**

- 1st Offense: Written or verbal warning from site preceptor
- 2nd Offense: Disciplinary Review Panel Meeting with site preceptor and Director of Clinical Education. Possible 1 week removal from clinical site.
- 3rd Offense: Suspension from clinical responsibilities for remainder of the semester.

o **GPA Standards:** Falling below required overall GPA standard

- 1st Offense: 1 term probationary status (May include removal from clinical rotations for 1 semester)
- 2nd Offense: Dismissal from program

o **Course Standards:** Falling below 80% for a course

- 1st Offense: Construction of remediation plan with the course instructor. Both parties must sign the plan. Failure to successfully complete the remediation plan in the pre-determined period will result in a second offense.
- 2nd Offense: Student will have to remediate the entire course in its next planned offering.
- 3rd Offense: Dismissal from the program

o **Clinical Evaluations:**

- 1st Offense: Written warning
- 2nd Offense: Disciplinary Review Panel Meeting with the Program Director and Director of Clinical Education.
- 3rd Offense: Dismissal from the program

o **Failure to follow NATA code of ethics, policies, and procedures for the Chatham MSAT education program and/or clinical site.**

- Suspension from clinical rotations or program dismissal

o **Other (Please describe action completely)**

*Determination of suspension from clinical rotations or dismissal from the program is the responsibility of the Disciplinary Review Panel, which is comprised of the MSAT Program Director, Director of Clinical Education, faculty, and clinical preceptors.

- Program Director: _____ Date: _____
- Director of Clinical Education: _____ Date: _____
- Athletic Training Student: _____ Date: _____