



Daemen College
Athletic Training Program
Student Handbook

Revised: June 2021

Preface and Introduction

The primary purpose of the Athletic Training Student Handbook is to provide students with information, guidelines and policies that will enhance their experience as a Daemen College Athletic Training student.

This handbook is intended to be a guide for the Athletic Training Student along with the Daemen College Student Handbook and Daemen College Catalog.

Note: The Daemen College Student Handbook and College Catalog are available online at www.daemen.edu.

Students enter the Athletic Training program either as a BS/MS student or as a Direct Entry MS student. The Daemen College Health Promotion Department and Athletic Training Department provide a combined degree program BS/MS, Bachelor of Science in Health Promotion and a Master of Science in Athletic Training. The Daemen College Natural Science Department and Athletic Training Department provide a combined degree program BS/MS, Bachelor of Science in Natural Science (Specialization in Health Science) and a Master of Science in Athletic Training. The Athletic Training Department offers a Direct Entry Master of Science in Athletic Training and a 3+2 program with Canisius College Health and Wellness BS/Daemen College MSAT 3+2 Program.

Accreditation Status

The Daemen College Athletic Training Program is an accredited program by the Commission on Accreditation of Athletic Training (CAATE) valid through 2026-2027 academic year.



Program Information	6
<i>Athletic Training Program Mission Statement</i>	6
<i>Athletic Training Program Vision Statement</i>	6
<i>Athletic Training Program Goals</i>	6
<i>Assessment</i>	6
<i>Non-Discrimination Statement</i>	7
<i>Glossary of Terms</i>	8
Athletic Training Program Curriculum Information	13
<i>Program Structure</i>	13
<i>Retention and Probation (GPA) Requirements of the Athletic Training Program</i>	13
<i>Comprehensive Exam</i>	13
<i>Graduation Requirements</i>	14
BS portion of the Program (BS, Health Promotion, Health & Fitness specialization):	
.....	14
BS portion of the Program (BS, Natural Science, Health Science specialization):... 14	
MS portion of the Program (MS, Athletic Training):.....	14
<i>Tuition and Fees</i>	15
Clinical Education Information	15
<i>Clinical Education Description</i>	15
<i>Student Levels</i>	16
<i>Clinical Education Experience Progression</i>	18
<i>Clinical Education Experience Assignment Description</i>	18
<i>Preseason Attendance</i>	19
<i>Clinical Education Experience Hour Requirements</i>	19
<i>Establishment of a Clinical Affiliation Agreement with the Daemen College Athletic Training Program</i>	19
<i>Procedure</i>	19
<i>Responsibilities of the Preceptor</i>	20
<i>Responsibilities of the Clinical Site</i>	21
<i>Responsibilities of the Athletic Training Student</i>	21
Athletic Training Program Policies	22
<i>Active Communicable and/or Infectious Disease</i>	22
<i>Blood-Borne Pathogen Training</i>	23
<i>Blood-Borne Pathogen Post-Exposure Plan</i>	24

<i>Clinical Supervision Policy</i>	24
<i>Confidentiality of Medical Records (HIPPA)</i>	25
<i>Contagious Disease</i>	26
<i>Cell phones</i>	26
<i>Clinical Site Weather/Emergency Closure Policy</i>	26
<i>CPR/AED</i>	27
<i>Comprehensive Exam Remediation</i>	27
<i>Dress code</i>	28
<i>Failure of Clinical Education Experience</i>	29
<i>Grade Appeal Procedure</i>	29
<i>Grievance Policies</i>	30
<i>Health Insurance</i>	30
<i>Instruction and Evaluation of Competencies</i>	30
<i>Laboratory Practical Exam Proficiency</i>	31
<i>Malpractice Insurance</i>	31
<i>Participation in Community Service</i>	Error! Bookmark not defined.
<i>Professionalism Policy</i>	32
<i>Off-Campus Clinical Education Experiences</i>	32
<i>Outside Employment</i>	32
<i>Participation in Varsity or Club Sports</i>	32
<i>Physical Examinations and Health Forms</i>	33
<i>Preseason Attendance</i>	33
<i>Requests for time-off from Clinical Education Experiences</i>	34
<i>Social Media Policy</i>	34
<i>Travel with Teams</i>	34
<i>Team Travel and Alcohol</i>	34
<i>Unlawful Harassment including Sexual Harassment</i>	34
<i>Weather Cancellations</i>	35
Appendix A. MSAT Program Assessment Plan.....	36
Appendix B. CAATE Student Waiver Form.....	37
Appendix C. Off Campus Guidelines.....	38
Appendix D. Off Campus Guidelines Acknowledgement Form.....	41
Appendix E. Active Communicable and/or Infectious Disease Policy Verification Form	42
Appendix F. Oath of confidentiality (HIPPA) statement	44

Appendix G. Guidelines for Technical Standards for Entry-Level Athletic Training Education45
Appendix H. Technical Standards Verification Form47
Appendix I. Clinical Laboratory Participant Release48
Appendix J. Athletic Training Program Student Statement of Contract49

Evaluation forms for the Athletic Training Students and Preceptors can be found online at:

<https://www.typhongroup.net/ahst/admin/expired.asp?facility=9425>

The Daemen College Student Handbook can be found at:

<http://www.daemen.edu/student-life/student-affairs/student-handbook>

The Daemen College Undergraduate Catalog can be found at:

<https://my.daemen.edu/academics/coursecatalog/>

The Daemen College Graduate Catalog can be found at:

<https://my.daemen.edu/academics/coursecataloggrad/>

Program Information

The Athletic Training Program (ATP) Mission and Goals in combination with the Mission and Goals of Daemen College and the following professional documents, have guided the construction, implementation, and ongoing assessment of our ATP.

- Board of Certification (BOC) Role Delineation Study/Practice Analysis
- BOC Standards of Professional Practice
- Commission on Accreditation of Athletic Training Education (CAATE) standards
- National Athletic Trainers' Association (NATA)
- NATA Code of Ethics
- NATA Athletic Training Educational Competencies
- New York State Education Department Education Requirements

Athletic Training Program Mission Statement

The mission of the Athletic Training Program at Daemen College is to develop students to be exceptionally skilled practitioners who engage in critical decision-making and demonstrate the highest level of professionalism in serve to others. Athletic training students gain knowledge and experience through a rigorous and comprehensive academic and clinical curriculum in preparation for life and leadership in an evolving and diverse world.

Athletic Training Program Vision Statement

The Daemen Athletic Training Program will continue to achieve high standards through academic and clinical preparation of Professional Master's level athletic training students.

Athletic Training Program Goals

1. Students will demonstrate facility with evidence-based practices to guide their clinical judgment and decision-making.
2. Students will engage in patient-centered care including identification of cultural/diversity factors; goal identification; and use of culturally competent techniques.
3. Students will make necessary adjustments to their clinical practice based on evidence/patient feedback related to quality improvement.
4. Students will accurately reflect patient information within electronic medical record systems and/or other documentation.
5. Students will participate in interprofessional education and practice and advocate for the role of Athletic Trainers within patient-based collaboration.
6. Students will demonstrate strong professional responsibility especially as it relates to ethical practice in the Athletic Training field.

7. Students will be prepared to successfully challenge the BOC exam during their final semester of a multidimensional CAATE accredited entry-level curriculum that includes didactic, laboratory, and diverse clinical education experiences.
8. Faculty will implement high quality instruction.
9. Clinical preceptors will facilitate high quality clinical education experience.
10. Alumni will engage in life-long learning and contribute to the profession.

Assessment

Preceptor evaluation of the Athletic Training Student will be performed at mid-term and immediately following the completion of the student's clinical education experience.

Athletic Training Student evaluation of the Preceptor(s) will be performed at mid-term and immediately following the completion of the student's clinical education experience. AT students will also evaluate the Clinical Site and complete a Post-Clinical Self-Assessment immediately following the completion of the clinical education experience.

Standard Instructor evaluations are performed following the completion of each course.

Graduate Surveys are performed upon completion of the ATP

Student Alumni Surveys are performed **three times:** 9-12 months, 3 years, and 7 years after graduation from the ATP.

Employer Surveys are performed annually. Surveys are sent electronically to employers of Daemen Alum.

Please see **Appendix A** for Assessment Mapping.

Non-Discrimination Statement

No person, in whatever relationship with Daemen College or the Athletic Training Program, shall be subject to discrimination on the basis of race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence.

Glossary of Terms

Accreditation: A process of validation in which programs, colleges, universities and institutions of higher learning are evaluated. The standards for accreditation are set by a peer review board. The Commission on Accreditation of Athletic Training Education (CAATE), recognized by CHEA, is the sole programmatic accreditor in athletic training and accredits professional degree programs.

Affiliation agreement: Formal, written document signed by administrative personnel, who have the authority to act on behalf of the institution or affiliate, from the sponsoring institution and affiliated site. This agreement defines roles and responsibilities of the host site, the affiliate, and the student. Same as the Memorandum Of Understanding (MOU).

Athletic Training Education Competencies 5th edition: A document that provides educational program personnel and others with the knowledge, skills, and clinical ability to be mastered by students enrolled in professional athletic training education programs. Mastery of these Competencies provides the entry-level athletic trainer with the capacity to provide athletic training services to clients and patients of varying ages, lifestyles, and needs.

ATP: Athletic Training Program.

Athletic Training Student (ATS): A student currently enrolled in courses while matriculating through a CAATE accredited professional education program; the professional phase of the athletic training curriculum at Daemen.

CAATE: Commission on Accreditation of Athletic Training Education Programs

Clinical Decision Making: A contextual, continuous, and evolving process, where data are gathered, interpreted, and evaluated in order to select an evidence-based choice of action.

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

Clinical site: A physical area where clinical education occurs.

Communicable and/or Infectious disease: A contagion that may be directly transmitted from person-to-person or by a person from an inert surface.

Competence: Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and

reflection in daily practice for the benefit of the individual and community served. Competence builds on a foundation of clinical skills, scientific knowledge and moral development.

Contemporary Expertise: (Appendix B) Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as:

- Advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education

It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Degree: The award conferred by the college or university that indicates the level of education (baccalaureate or masters) that the student has successfully completed in athletic training.

Direct patient care: The application of athletic training knowledge, skills, and clinical abilities on an actual patient.

Disablement Model: Conceptual models that provide a framework for clinical practice and research. They conceptualize patient function as an interaction between a person's health condition, environmental factors, and personal factors (World Health Organization). The athletic training profession has adopted/endorsed the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) as the preferred disablement model for the profession.

Distant learning site: Classroom and laboratory instruction accomplished with electronic media with the primary instructor at one institution interacting with students at other locations. Instruction may be via the internet, telecommunication, video link, or other electronic media.

Emergency Action Plan: A venue-specific "blueprint" used for the management of medical emergencies. See: <https://www.nata.org/sites/default/files/EmergencyPlanningInAthletics.pdf>

Evidence-Based practice (EBP): The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise, the best available external clinical evidence from systematic research and the needs/goals of the patient.

Fees: Institutional charges incurred by the student other than tuition and excluding room and board.

Goals: The primary or desired results needed to meet an outcome. These are usually larger and longer term than objectives.

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

Health Care Professional: Athletic Trainer, Chiropractor, Dentist, Registered Dietician, Emergency Medical Technician, Nurse Practitioner, Nutritionist, Occupational Therapist, Optometrist, Orthotist, Paramedic, Pharmacist, Physical Therapist, Physician Assistant, Physician (MD/DO), Podiatrist, Prosthetist, Psychologist, Registered Nurse, or Social Worker. These individuals must hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of Athletic Training. These individuals may or may not hold formal appointments as instructional faculty.

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

Health-related Quality of Life: A multi-dimensional concept that includes domains related to physical, mental, emotional, and social functioning. It goes beyond direct measures of population health, life expectancy, and causes of death, and focuses on the impact health status has on quality of life.

Immersive Clinical Experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).

Infectious Disease: A disease caused by microorganisms entering the body. An infectious disease may or may not be contagious.

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

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

Medical Director: The physician who serves as a resource regarding the program's medical content. There is no requirement that the medical director participates in the clinical delivery of the program.

Objectives: Measurable, demonstrable components of a student learning outcome (skills, knowledge, attitudes) which, when combined, evidence competency of that student learning outcome.

Official publication: An institutional document (printed or electronic) that has been approved by the appropriate institutional personnel.

Outcomes: Broad, discipline-related characteristics of a graduate of the program.

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

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Athletic Training preceptors are state credentialed, certified, and in good standing with the Board of Certification.

Pre-professional Student: A person with intentions to enroll in an accredited athletic training program; who is not formally admitted. Pre-professional students are not involved in the provision of athletic training services, but may be required to participate in non-patient activities through directed observation of athletic training.

Professional Development: Continuing education opportunities and professional enhancement, typically offered through the participation in symposia, conferences, and in-services that allow for the continuation of eligibility for professional credentials.

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

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

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

Program Director: The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the AT program.

Quality Assurance (QA): Systematic process of assessment to ensure that a service is meeting a desired level.

Quality Improvement (QI): Systematic and continuous approach to the analysis of practice performance that results in measurable improvement of patient care in a targeted patient group. QI includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.

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

Supervision: Supervision of professional athletic training students (ATS) occurs along a developmental continuum that allows a student to move from interdependences to independence based on the student’s knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the ATS.

Team physician: The physician (MD or OD) responsible for the provision of health care services for the student athlete. The team physician may also be the medical director; however, this is not required by the CAATE Standards.

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

Use of Athletic Training Professional Terminology

The field of Athletic Training is frequently misunderstood among other health care professions/professionals regarding educational preparation, roles, and responsibilities, credentials, etc. To help raise the level of awareness of the Athletic Training profession, we ask that students, staff, and faculty use proper professional terminology at all times when referring to the Athletic Training profession and Athletic Training clinical settings. Examples of proper terminology include the following:

Professional Terminology	Incorrect / Unprofessional Terminology
“Athletic training room, facility, or clinic”	“Training room”
“Athletic trainer” or AT	“Trainer” or “ATC” (ATC is a credential)
“Athletic Training Students” or ATS	“Student athletic trainers” or “student trainers”

Glossary definitions were derived from the Athletic Training Strategic Alliance Inter-Agency Terminology Work Group Athletic Training Glossary (May, 2019).

Athletic Training Program Curriculum Information

Athletic Training Program curriculum information:

BS/MS sequence (HPR/AT) - <http://my.daemen.edu/academics/coursecatalog/academic-programs/athletic-training/>

BS/MS sequence (Nat Sci/AT) - <http://my.daemen.edu/academics/coursecatalog/academic-programs/athletic-training/>

Direct-Entry MS sequence - <http://my.daemen.edu/academics/coursecatalog/academic-programs/athletic-training/>

BS/MS 3+2 Canisius College Health and Wellness BS/Daemen College MSAT Program – see Appendix K

Program Structure

Degrees are conferred separately for BS/MS programs. No MS degree will be conferred without completion of full BS/MS curriculums or demonstration of bachelor's degree completion.

Retention and Probation (GPA) Requirements of the Athletic Training Program

Successful completion of all required courses is necessary for student progression in the Athletic Training Program.

1. Students must achieve a "C" or higher in all required courses. Students failing to achieve this requirement will be placed on probation within the Athletic Training Program and must repeat the course (required courses may be repeated only once). The student may be given a "hold" on continuation within the Athletic Training Program curriculum until the course can be repeated.
2. Students may not withdrawal from required Athletic Training Program courses.
3. Students must maintain an overall and semester GPA of 2.75. Students failing to maintain this requirement will be placed on probation within the Athletic Training Program. Students failing to achieve the required GPA for a second semester, consecutive or non-consecutive, may be dismissed from the Athletic Training Program.
4. These occurrences will be dealt with individually with the Athletic Training Program Director and the Clinical Education Coordinator.

Comprehensive Exam

Athletic Training Program Students are required to complete a comprehensive exam each semester. Athletic Training Program Students are required to pass the comprehensive exam with a minimum grade of 80% to continue in the Athletic Training Program. The

purpose of this exam is to track student progress and prepare them for the Board of Certification exam. For further details, please refer to the Comprehensive Exam Remediation Policy later in this handbook.

Graduation Requirements

BS portion of the Program (BS, Health Promotion, Health & Fitness specialization):

1. A minimum grade of C or better in all courses in the Health Promotion portion of the curriculum. This includes all courses under the Major and the Specialization.
2. A cumulative grade point average (GPA) of 2.00.

BS portion of the Program (BS, Natural Science, Health Science specialization):

1. All students must have a minimum grade of C or better in all courses in the Natural Science portion of the curriculum. This includes all courses under the Major and MTH 134.
2. All students must have a cumulative grade point average (GPA) of 2.00.

MS portion of the Program (MS, Athletic Training):

1. All students must satisfactorily complete all requirements of the Athletic Training Department.
2. All students must complete a minimum of 800 clinical experience hours
3. All students must have a cumulative grade point average (GPA) of 2.75
4. All students must earn a letter grade of C or better in all Athletic Training Program courses

Tuition and Fees

For the most up to date tuition and fees please visit the Daemen College website at <http://www.daemen.edu/admissions/affordability/tuition-fees>

Athletic Training Program Required Costs

During the course of the Athletic Training Program, athletic training students will incur several fees. The following is a list of approximate fees that you will be asked to pay. These fees are in addition to the fees that are paid as part of your tuition and fees billed each year. Fee amounts may change according to vendor's price changes and are as follows:

Item	Fee
Annual Expenses	
Gross Anatomy Lab Fee	\$125.00 (summer only)
CPR, AED, BPP Re-Certifications	\$25.00 per year
Daemen AT Apparel ¹	\$25.00 per year
Clinical Supplies	\$200.00 per year
Additional Lab Fees	\$125.00 per year
Typhon AHST Software	\$45.00 per year
NATA Membership Dues ²	\$85.00 per year
Travel Expenses Off-Campus Sites ³	\$ (variable)
Other Expenses	
Immunization Updates	\$ (variable)
BOC Exam Registration	\$335.00

¹ One polo shirt is provided for students when they enter the program. Additionally, two program t-shirts are provided for students from these fees; one at the start of each academic year. Students will have the option to purchase additional gear (polo shirts, fleece jackets, rain gear, sweats, hats) each year at the market rate.

² NATA Student membership is optional, but strongly encouraged. You must be a student member to apply for scholarships, access the career center, and to receive discount rates for professional development opportunities

³ Variable expense depending on fuel costs, toll costs, vehicle fuel efficiency and distance traveled to affiliate sites. Students are responsible for their own transportation to off-campus clinical sites. ALL students will be assigned off-campus clinical experiences.

Clinical Education Information

Clinical Education Description

The Athletic Training Program (ATP) clinical education program provides athletic training clinical experiences and supplemental clinical experiences in a logical

progression of increasingly complex and autonomous patient-care / client-care experiences. Clinical education includes at least one 4-week athletic training immersive clinical experience. The clinical education experiences provide students with opportunities to develop entry-level clinical competence and professional socialization as an Athletic Trainer as defined by the NATA Educational Competencies.

Clinical education is planned to include clinical practice opportunities with varied client/patient populations, including patients throughout the lifespan (pediatric, adult, elderly), different sexes, different socioeconomic statuses, varying levels of activity and athletic ability, and non-sport activities (military, industrial, occupational, leisure activities, performing arts).

Athletic training clinical education is supervised by a preceptor who is an athletic trainer or a physician. Supplemental clinical education opportunities may involve other health care providers as preceptors, but these opportunities would not fulfill clinical education requirements as previously defined.

For further information, refer to <http://www.caate.net/> for CAATE list of Allied Health Care Professionals'.

The Daemen College Athletic Training Program clinical education is contained in four individual courses listed below and are completed over a minimum of two academic years. A minimum of 800 hours (see clinical education experience hours requirement below for more detail) must be completed during the two academic years.

The clinical education experience courses are as follows:

- ATH 590, Athletic Training; Practical Application I
- ATH 592, Athletic Training; Practical Application II
- ATH 593, Athletic Training; Practical Application III
- ATH 594, Athletic Training; Practical Application IV

Course descriptions of the four clinical education courses can be found on Self Service on the Daemen College website. <https://selfservice.daemen.edu/Student/>
Students will be provided course syllabi by the course instructor.

Student Levels

Athletic Training Program Students are classified into four levels according to their academic status within the ATP curriculum, which identifies and corresponds to the expected student clinical skills, scientific knowledge and moral development.

Pre-professional students have completed OSHA blood-borne pathogen training. They must complete all required ATP prerequisites, obtain a minimum of 50 clinical observation hours, and apply to the Athletic Training Program.

Level I: These students are in the first semester of the ATP. These students are registered for ATH 590, the first of four required clinical education courses. The athletic training student will be expected to practice those skills and procedures previously covered in the curriculum under the supervision of a preceptor with moderate to high interdependence. Students must demonstrate competence in the following, environmental conditions assessment, recognition of emergencies and acute injury care.

Level II: These students are in the second semester of the ATP. These students are registered for ATH 592, the second of four required clinical education courses. The athletic training student will be expected to practice those skills and procedures previously covered in the curriculum under the supervision of a preceptor with mild to moderate interdependence. Students must demonstrate competence in the following: and professional communication and documentation strategies, health care informatics,

Level III: These students are in the third semester of the ATP. These students are registered for ATH 593, the third of four required clinical education courses. The athletic training student will be expected to practice those skills and procedures previously covered in the curriculum under the supervision of a preceptor with more independence. Students must demonstrate competence in the following: clinical assessment, diagnosis and therapeutic intervention of the upper extremity, lower extremity, head, neck, thorax, spine and patients with common illnesses, psychosocial motivational strategies; recognition and referral of mental health disorders, and professional communication and documentation strategies.

Level IV: These students are in the fourth and final semester of the ATP. These students are registered for ATH 594, the fourth and final required clinical education course. The athletic training student will be expected to practice those skills and techniques previously covered in the curriculum under the supervision of a preceptor with a high level of independence. Students must demonstrate competence in the following: comprehensive therapeutic intervention, clinical examination and diagnosis of musculoskeletal injury and common illnesses and conditions, psychosocial strategies (recognition, management and referral), and professional communication and documentation strategies.

All students gain experience with patients with a variety of health conditions commonly seen in athletic training practice. These varies experiences may be completed across the continuum of ATH 590, ATH 592, ATH 593, and/or ATH 594.

- Prevention and Wellness
- Urgent and Emergent care
- Primary Care
 - Musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngologic, ophthalmological, dental, and environmental conditions.
- Orthopedics
- Rehabilitation
- Behavioral Health

- Pediatrics
- Performance Enhancement

*When specific opportunities are not possible, the ATP will use simulation to meet portions of clinical education requirements.

Clinical Education Progression

All competencies must be completed with a grade of 80% or better in order to continue and progress to the next Clinical Education Course (ATH 590, ATH592, ATH 593, ATH 594). Students will not be allowed to progress to the next clinical experience until all clinical competencies from previous semester are complete. For students who do not successfully complete a clinical education, an individualized remediation plan may be implemented and the student may be permitted to repeat the course. These cases will be handled on an individual basis at the discretion of the CEC and the PD.

Additionally, there is one optional summer Clinical Education Experience (ATH 595) that is reserved for students who have summer clinical experiences (i.e. Buffalo Bills, Sports Medicine Concepts, Niagara POWER, etc.)

Clinical Education Experience Assignment Description

Clinical education experiences are monitored to ensure that all students experience the continuum of care in a variety of settings with patients engaged in a range of activities. Examples of clinical experiences will include, but are not limited to:

- College/university (e.g. Div. I, II, III) and/or Professional sports (e.g., traditional adult patient population)
- High school (e.g., traditional pediatric patient population)
- Equipment intensive sports (e.g., helmet and shoulder pads)
- Patients of different sexes (e.g., male & female sports)
- Patients of different socioeconomic status (e.g., urban, suburban)
- Non-sport patient populations (e.g., general medical, clinics, industrial, military, performing arts, etc)
- A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology, etc)

Clinical education opportunities and placements are not prejudicial or discriminatory.

Clinical education assignments are made in the spring, summer and fall for the following semester. Adjustments may be made as the semester and/or sports seasons approach in order to accommodate student performance issues, changes in student, clinical site and/or preceptor availability, etc.

Previous semesters' preceptor evaluations, previous setting, and patient exposure are taken into consideration for clinical assignments. Students may be assigned to the same preceptor on occasion, but they will focus on a different sport/season.

Please note that NO student is to be involved in a clinical situation in which they are being paid for their services in a way that replaces a certified and state credentialed athletic trainer. If there is a situation in which you are interested in being a part of (summer camp, PBATS internship, NFL internship, etc.), you must contact the CEC and/or ATP director to determine eligibility for establishment of a new clinical affiliation agreement under which you may then be able to be a part of the proposed clinical situation. Paid internships are allowed as long as appropriate preceptor supervision is in place.

Preseason Attendance

Athletic training students may be required to report for immersive pre-season training camps prior to the beginning of fall semester classes depending on the specific clinical education experience. Fall classes typically start the Tuesday after Labor Day, however, AT students should be prepared to attend their fall clinical education as of August 1st. The start date will be confirmed during the month of July. Failure to report for pre-season may result in dismissal from the Athletic Training Program.

Clinical Education Experience Hour Requirements

Athletic training students are required to attend a minimum of 200 and a maximum of 500 clinical education experience hours during the fall and spring semesters. During any optional summer clinical education experiences students are to attend a minimum of 50 and a maximum of 500 clinical education experience hours.

Clinical education experience end dates will be estimated to allow AT students and preceptors the opportunity to budget their allowable clinical time accordingly across the length of the experience or semester. The ATP requires that AT students must be given 1-day off per week. A "week" is defined as Sunday through Saturday.

Establishment of a Clinical Affiliation Agreement with the Daemen College Athletic Training Program

Daemen College will establish affiliation agreements with Athletic Training clinical sites which are able to demonstrate the ability to effectively provide clinical education. The quality of the clinical site's learning environment will be determined by on-site visits, student feedback, written documentation, and compliance with the CAATE Standards.

Procedure

Once a clinical site has been identified by a student, alumni, core faculty, or the clinical community, the Daemen College ATP Clinical Education Coordinator (CEC) will obtain initial contact information. The CEC will then initiate contact with the proposed clinical site and determine whether or not to enter into a contractual agreement with the clinical site. The CEC will schedule a visit to verify compliance with CAATE standards and the potential Preceptor's readiness to ensure a proper learning environment.

If the facility is deemed acceptable, the CEC, in collaboration with the Daemen College ATP Program Director (PD), will forward the Daemen College Affiliation Agreement to the clinical site for approval by their administration. If the clinical site requires a revision, this proposed affiliation agreement is then forwarded to the Daemen College ATP CEC who then forwards the proposed affiliation agreement to the Daemen College ATP PD. The Daemen College ATP PD will review the contract and may forward for legal consultation. Once the affiliation agreement has been reviewed and revisions agreed upon by all parties, required signatures are then acquired.

Once the affiliation agreements are approved, the ATP CEC will ensure all necessary clinical site documents (e.g. EAP, therapeutic equipment safety and calibrations, etc.) and preceptor credentials are received as per CAATE standards.

The ATP CEC reviews and evaluates the clinical sites annually to determine if the clinical site continues to be a quality learning experience utilized by Daemen College ATP students. Upon confirmation from the ATP CEC that the clinical site is a quality learning experience, updated contracts will be forwarded to the site as needed.

Responsibilities of the Preceptor

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

- Licensure as a health care provider, credentialed by the state in which they practice.
- BOC certification in good standing
- NPI number with appropriate healthcare field designation
- Planned and ongoing education for their role as preceptor
- Contemporary expertise (see Glossary & Appendix B)

Additional responsibilities include those to assist the ATP in maintaining accurate and up to date clinical site and preceptor documents as well as providing a safe and effective learning environment.

- Affiliation agreement, therapeutic equipment inspection (calibration), and state electrical inspection.
- Completes clinical site orientation with each athletic training to review the policies and procedures of their clinical site prior to the start of the experience and before a client/patient encounter occurs.
- Review and uphold the ATP policies and procedures as outlined in this handbook
- Receives regular and ongoing communication and education from the program designed to promote a constructive learning environment.

A Preceptor must function to:

- Supervise students during clinical education.
- Provide instruction and opportunities for the student to develop competence in clinical skills/procedures through patient-centered care and evidence-based practice.

- Provide instruction and opportunities for the student to develop competence in inter-professional practice, professionalism, and communication through appropriate professional socialization.
- Provide assessment of athletic training students' clinical competencies, professionalism, communication skills and clinical decision-making during actual patient/client care.
- Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.
- Demonstrate understanding of and compliance with the policies and procedures of the ATP.

Responsibilities of the Clinical Site

Maintain complete records on each student's performance and provide an evaluation to the College on forms provided by the College at mid-term and immediately following the completion of the student's clinical education experience and to discuss jointly with the Clinical Education Coordinator and/or Director of the Athletic Training program any student problem arising during the course of the clinical education experience. The Clinical Site has the right to dismiss any student whose condition or conduct jeopardizes the well-being of the patients/clients or employees of the Clinical Site after prior consultation with the Clinical Education Coordinator. The Clinical Site must also ensure compliance with all Daemen College ATP Program Policies.

Responsibilities of the Athletic Training Student

Each Clinical Site has rules and regulations (e.g., policies and procedures) specific to that facility. It is the students' responsibility to become familiar with and to abide by these rules and regulations (i.e. may require a more stringent dress code, background check, drug screen). Ignorance of the rules and regulations will not be accepted as an excuse. Additionally, athletic training students are expected to abide by the policies, procedures, and requirements set forth by the Daemen College Athletic Training Program.

Clinical Site Orientation

Athletic training students will complete clinical site orientation to become familiar with the policies and procedures of their clinical site prior to the start of the experience and before a client/patient encounter at the site. Policies and procedures of reference include:

- Critical incident response procedures (EAP)
- Blood-borne pathogen exposure plan
- Communicable and infection disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

Students will create learning goals/objectives for each new clinical education placement and complete orientation prior to any patient encounter.

High standards of personal/professional appearance and grooming will be expected of each student. These characteristics are a reflection of the individual and the program.

The student should remember that his/her performance at the clinical site will help determine clinical competence and potential as a certified athletic trainer.

Therefore:

BE ON TIME EACH DAY.

BE ENTHUSIASTIC EACH DAY.

ALWAYS ACT PROFESSIONALLY.

TAKE INITIATIVE.

Athletic Training Program Policies

Active Communicable and/or Infectious Disease

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

1. All health-care workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin for all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.

3. All health-care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when sharp instruments after procedures. To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal; the puncture-resistant containers should be located as close as practical to the use area. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.
4. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouth-pieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.
5. Health-care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.

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

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

Georgia 30333. <http://www.cdc.gov/mmwr/preview/mmwrhtml/00023587.htm>

**Athletic Training Program students are required to sign an Active Communicable and/or Infectious Disease Policy Verification Form.

Blood-Borne Pathogen Training

Athletic training students must comply with Occupational Safety and Health Administration (OSHA) blood-borne pathogen procedures. Athletic training students

must receive formal blood-borne pathogen training before being placed in a potential exposure situation. Pre Athletic Training Program BS/MS students will receive blood-borne pathogen training in HPR 200 prior to beginning their 50 clinical observation hours. Continuing Pre-Athletic Training Program BS/MS students will have access to annual blood-borne pathogen training provided by the ATP as needed. If a student receives Blood-borne pathogen training outside of the Daemen campus the student is responsible to provide written documentation of completion of the Blood-borne pathogen training.

Blood-Borne Pathogen Training is required annually and is provided to ATP students. 1st-yr Professional AT students are required to complete blood-borne pathogen training as part of ATH 500, which takes place prior to beginning the ATH 590 clinical education. 2nd-yr Professional AT students are required to complete blood-borne pathogen training prior to beginning ATH 593 clinical educational. An athletic training student, who does not participate in Blood-borne pathogen training, will become ineligible to participate in Athletic Training clinical education until the training has been completed.

Blood-Borne Pathogen Post-Exposure Plan

In the event of an exposure to a Blood-Borne Pathogen, notify your preceptor immediately. For immediate care, you are to follow the post exposure plan of your clinical site as facilitated by your preceptor. In the event of an exposure to a Blood-Borne Pathogen on the Daemen College campus (whether in didactic education or clinical education), notify your course instructor or preceptor immediately. For immediate care, you are to follow the post exposure plan found in the [Biosafety Manual maintained by the Natural Science Department at Daemen College](#).

For any exposure, you are required to report this exposure to the Program Director and the Clinical Education Coordinator following the execution of the post exposure plan. You are also required to furnish the Program Director and Clinical Education Coordinator with written documentation of permission to return to working with patients following the conclusion of the post exposure plan.

Clinical Supervision Policy

- I. All ATP assigned Athletic Training Student clinical education experiences (e.g. ATH 590, 592, 593, 594 & 595) will be conducted under the supervision of a qualified Preceptor.
 - **Supervision** – Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student’s knowledge and skills as well as the context of care. Preceptors must be *on-site* and have the *ability to intervene* on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state.

- **Preceptor:** A certified/licensed professional who supervises and engages students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice.

Additional notes:

- The number of students assigned to a preceptor in each clinical setting will be monitored to ensure a ratio that is sufficient to ensure effective clinical learning and safe patient care.
- A majority (e.g., 51%) of the student's clinical education experiences must occur under the direct supervision of an athletic trainer certified by the BOC who possesses the appropriate state athletic training practice credential.

- II. All clinical education experiences must be educational in nature. Athletic training students will often have the opportunity to travel with teams to away events. However, the ATP prohibits any unsupervised student travel without the accompanying Preceptor. Athletic training students are not to be viewed or used as a replacement for professional athletic training staff or medical personnel. When traveling, the athletic training student must adhere to all policies in which the other team members are subject. This includes, but is not limited to, dress codes, curfews, meeting times, and professional behavior. Athletic training students are present to assist with the practices and contest preparation, injury care and treatment.

Confidentiality of Medical Records (HIPPA)

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

Confidentiality of the student-athlete's medical records must be maintained at all times, as these are considered legal documents. Records are not permitted to leave the secured designated area of the clinical instruction site. Any questions or concerns from the press, professional scouts, game/event management staff, institution administrators, sports information personnel, opposing team personnel, spectators, or other bystanders must be directed to the Head Athletic Trainer, Preceptor, or Head Coach. If medical records are to be requested by the Athletic Training Student for a case study then the Athletic Training Student must fill out an Athletic Training Student Request for Medical Records Release Form and have it approved by both the student-athlete and the Head Athletic Trainer, Preceptor and/or other designated clinical instruction site administrator (i.e.: Athletic Director, Sports Information, Medical Director, Medical Records Administrator, etc.) prior to accessing or using any information obtained from such records. This form, once signed, limits the Athletic Training Student to only accessing the medical records of the student-athlete and injury noted on the form. This signed form does not allow for the medical records to be taken out of the facility or photocopied under any circumstances. Anyone associated with access to documents that are the property of the Clinical Instruction Sites will full comply with all regulations set forth by the Health Information Portability and Accountability Act (HIPAA).

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

A summary of the HIPAA policy rule can be found at:
<http://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Contagious Disease

If you become ill with something that is highly contagious (flu, chicken pox, etc), please inform the ATP CEC and your Preceptor so precautions can be taken to prevent infecting others. This may include arrangements to alter your clinical education experience schedule. We do not want students with contagious diseases to infect athletes or other athletic trainers, so, depending on the nature of the illness, the Preceptor (and/or CEC) may excuse the student from clinical education until the student is no longer contagious. The Preceptor (and/or CEC) will decide when the student may return. Medical documentation or clearance must be provided by the student if requested by the CEC and/or Preceptor.

Cell phones

Cell phones should be turned off or put on vibrate while students are present at clinical education site. Only in emergencies should students use his/her cell phone. No personal phone calls, text messaging, etc. should occur while students are present at clinical education sites unless authorized by your preceptor. Failure to comply with cell phone policies could result in dismissal from the clinical site.

Clinical Site Weather/Emergency Closure Policy

Individual institutions/facilities have different criteria for forcing a closure due to weather, emergencies, or other reasons. If Daemen College or the Clinical Education Site closes due to weather or for other unplanned reasons, all Athletic Training Program Students assigned to that Clinical Site MUST contact their Preceptor to determine if they should still report as scheduled or if the schedule has changed. Athletic Training Program Student safety is of utmost importance; all Athletic Training Program Students and Preceptors are expected to respect and follow institutional/facility advisories,

governmental or law enforced driving/travel bans that would preclude safe student travel to and from home to clinical education experience site.

CPR/AED

All Athletic Training Program students are required to be CPR/AED certified following the most current international Emergency Cardiac Care guidelines. Examples of vendors are: American Heart Association BLS for Healthcare Providers, American Red Cross CPR for Professional Rescuers, and Emergency Care and Safety Institute Health Care Provider CPR. CPR/AED certification is required by the start of the first day at the clinical education site and must be maintained throughout all clinical education experiences. CPR/AED certification and recertification is integrated within ATP curriculum. An electronic copy of the CPR/AED is kept in the student's ATrack Portfolio; hard copies will be provided to Preceptors and/or Clinical Education Site administrators upon request.

Comprehensive Exam Remediation

In the event a student's original comprehensive exam score is <80%, the student will not move on to the next level of clinical education until they achieve $\geq 80\%$ on the remediation process outlined below.

1st Remediation attempt

- The subset of incorrectly answered questions is given back to the student to re-answer.
 - Multiple-choice questions – their original answer is not provided.
 - Multiple-select questions – their original answers are provided but not marked correct or incorrect. Students are given clue(s) as to how many answers to de-select or how many more to select for the question.
 - Matching questions – the number of their correct answers to the question is given, but no indication as to which of their answers are correct or incorrect.
 - Ordering questions – correct and incorrect answers are indicated and will need to re-order as appropriate.
 - Hot Spot questions – their original answer is provided and marked incorrect.
- Provide a written rationale for each question that is re-answered AND provide a source to support the answer and written rationale.
 - If no written rationale and/or source is provided, the question will NOT be re-evaluated for the purposes of this remediation process.
- If the student achieves $\geq 80\%$ on their subset of questions for remediation prior to the final grade submission due date, their grade will be changed to an 80%.

- If the student scores <80% on their subset of questions, they will be required to complete a 2nd Remediation.

2nd Remediation attempt

- The subset of incorrectly answered questions from the 1st Remediation attempt is given back to the student to with questions marked correct and incorrect.
- The student is to re-answer the incorrect questions using the same procedures as outlined in the 1st Remediation.
- If the student achieves $\geq 80\%$ on their subset of questions for remediation prior to the final grade submission due date, their grade will be changed to an 80%.
- If the student scores <80% on their subset of questions, they will be required to complete a 3rd Remediation.

3rd Remediation attempt

- The subset of incorrectly answered questions from the 2nd Remediation attempt is given back to the student to with questions marked correct and incorrect.
- The student is to re-answer the incorrect questions using the same procedures as outlined in the above.
- Student will meet with professor or participate in a video/conference call to review the questions, rationales and sources.
- This procedure will continue until a score $\geq 80\%$ on their subset of questions is achieved.

Dress code

- ATP Students are expected to wear appropriate attire to Clinical Education Sites at all times.
 - ATP Students should always strive to wear athletic training logo shirts when present at clinical education sites. Shirts must always look professional. Unacceptable attire includes: beer shirts or shirts with questionable ads, shirts with another school's logo, tank tops, rolled-up sleeves, mid-drifts, and low-cut or skin-tight shirts.
 - Pants should be khaki, navy, black, gray, etc. Blue jeans and yoga/exercise pants are not permitted while present at clinical education sites. Dress shorts are acceptable for warm weather or indoor events when appropriate.
 - Hats are allowed outside on occasion, but must be clean, in good shape, and must not display another team's logo (or advertisements) on them. Hats are not permitted when working indoor events or in the Athletic Training Room.

- Shoes should be “running quality.” Heels, platforms, or open-toed shoes are not appropriate footwear when working in the Athletic Training Room or on the field.
- Weather-appropriate attire is allowed outside.
- ATP Students should come to the Athletic Training Room dressed and ready to engage in clinical education.
- ATP Students must keep hair well-kept and groomed. Hair must be pulled back and secured. Facial hair is acceptable as long as it is trimmed and neat.
- ATP Students may wear conservative jewelry and make-up that portrays appropriate professional demeanor.
- ATP Students should conceal body piercing and tattoos in order to portray appropriate professional demeanor.
 - Eyebrow, nose, and lip piercings are not allowed. Tongue piercings are acceptable ONLY if they are not made visible and you do not “play” with them.
- ATP Students should wear the Daemen provided name tag during all clinical education assignments.

Failure of Clinical Education Experience

All clinical education experience (ATH 590, ATH 592, ATH 593, ATH 594 & ATH 595) grades are determined by the ATP Clinical Education Coordinator (CEC) in collaboration with the clinical site or Preceptor. As soon as any difficulties are discovered by the ATP CEC, Preceptor or student, the ATP CEC immediately notifies the ATP PD, contacts all parties and puts into place any appropriate interventions that may assist all parties in making the placement a positive and successful experience.

The grading of all clinical education experiences will be based on the Preceptor’s overall assessment using the forms provided by Daemen College as well as the ATP CEC’s interpretation of the clinical education experience for that given student. This assessment is completed at the mid-term and at the end of each experience and following all affiliate visits, follow-up phone calls, and any necessary interventions.

If a student fails a clinical education experience, which is determined by the ATP CEC at Daemen College, they are required to repeat the experience in a similar clinical environment once a period of remedial work has been completed. Scheduling of this repeat clinical education experience will be completed by the ATP CEC as time allows. If a student fails two clinical education experiences, the student is subject to dismissal from the Athletic Training Program as per departmental policy.

Grade Appeal Procedure

Grade appeal information can be found in the Daemen College Student Handbook at: <http://www.daemen.edu/student-life/student-affairs/student-handbook/section-6-academic-policies>

Withdrawal and Refund of Tuition and Fees

Withdrawal and refund of tuition and fees information can be found on the Daemen College Student Accounts website at: <https://www.daemen.edu/student-life/student-services/student-accounts/withdrawalrefund-liability-dates>

Grievance Policies

Students within the Athletic Training Program are strongly encouraged to address concerns and attempt to resolve disputes directly with the individual(s) involved. It is understood that situations may arise in which assistance in resolving conflicts is necessary. In these situations, students are encouraged to present the case to the ATP Program Director for advice and assistance in resolving the problem. The ATP Program Director will work with the student and the involved party (ies) to find an acceptable solution. In the event the dispute involves the ATP Program Director, the student should present the case to the Chair of the Athletic Training Department (if different from the Program Director) or to the ATP CEC (if Chair of Athletic Training Department is also the Program Director) for assistance in resolving the problem. If satisfactory resolution is not achieved, the student should follow the steps that are outlined in the Daemen College Student Handbook.

If a dispute involves a decision that affects the student's status within the Athletic Training Program (i.e. non-acceptance, probation, or dismissal), the student can appeal the decision by presenting (in writing) strong rationale to support his or her case to the Athletic Training Department. The student may then be invited to meet with the department to defend their case. Upon review the department will provide a written response to the student. If satisfactory resolution is not achieved, the student should follow the procedures outlined in the Daemen College Student Handbook.

Health Insurance

All Athletic Training Program Students must have health insurance prior to beginning clinical educational experiences. Please go to the Daemen College Health and Insurance Services Office for assistance (716-839-8446) or go to <http://www.daemen.edu/student-life/student-services/daemen-college-health-services/health-insurance> to enroll in the Daemen College health insurance plan.

Instruction and Evaluation of Competencies

Competencies are instructed and evaluated by faculty members through class laboratory practice and practical exams that are associated with the corresponding AT courses. Preceptors evaluate the Clinical Integrated Proficiencies (CIPs) contained within the corresponding Practical Application course, i.e. ATH 590, 592, 593, 594.

Laboratory Practical Exam Proficiency

Students must attain a minimum proficiency of 80% on all laboratory practical examinations in the Athletic Training Program before being permitted to practice lab skills on patients in the clinical education component of the Program. If a student does not achieve the minimum proficiency ($\geq 80\%$) in the laboratory practical exam, the student will be required to retake all or part of the laboratory practical exam. Following an unsatisfactory ($< 80\%$) laboratory practical grade, the student will meet with the faculty member to review and retake the practical. This time period should not exceed 14 days. If the student is successful ($> 80\%$) in the first retake of the laboratory practical exam, the practical grade to be awarded to the student will be an 80%. If the student is unsuccessful ($< 80\%$) in the first retake attempt of the practical exam a remediation process will involve all AT faculty to develop a remediation plan for the student. The student will then take part in the remediation plan and attempt a second retake of the laboratory practical exam; this is not to exceed a 30 day time period. The second retake of the laboratory practical exam will be graded by two independent faculty members (the original grader and another Athletic Training Faculty member). If the student is successful ($\geq 80\%$) in the second retake of the laboratory practical exam, the practical grade to be awarded to the student will be a 70%. A maximum of two laboratory practical examination retakes may be employed for one practical exam. If the student is still unsuccessful in achieving the minimum standard proficiency ($\geq 80\%$) after two retakes, the student may subsequently earn a non-satisfactory grade for the course. If the remediation process is unable to be completed in the time frame of the semester, the student will receive an incomplete for the course. Any non-satisfactory course grades or grades of incomplete may delay clinical education, and thus progression in the Athletic Training Program.

Malpractice Insurance

The College carries Student Professional Liability insurance which covers the Athletic Training Program students during their clinical education experiences. Clinical sites are provided a copy of this certificate annually.

Professionalism Policy

Students are expected to exhibit professional behavior at all times while enrolled in the Daemen College MSAT Program. Professional behavior is based on the NATA Code of Ethics and includes the following: respect for others, compliance with the laws and regulations that govern the practice of Athletic Training, maintenance and promotion of high standards in all classroom and clinical educational environments, and engagement in activities that promote the profession. It is the expectation of this MSAT program that all MSAT students will hold themselves and others in the highest regard while interacting with peers, educators, preceptors, patients, and the community, both on and off campus. MSAT students are expected to maintain privacy of each other and of patients. MSAT students are expected to only engage in clinical educational opportunities that are pre-arranged by the MSAT Clinical Coordinator. If a student wishes to pursue a clinical opportunity outside of the pre-arranged clinical education opportunities, the student must first have approval from the MSAT Program. It is also the expectation that any MSAT student that is aware of any unethical misconduct will report this misconduct to the MSAT Program Director. In addition, students are expected to follow and abide by all MSAT Program Policies as set forth in the Student Handbook (AT Program and Daemen College).

Off-Campus Clinical Education Experiences

Athletic Training Program Students will have some clinical education experience assignments at local high schools, physical therapy clinics, physicians' offices, etc. The athletic training student's clinical schedule will mirror that of their assigned Preceptor's schedule. In addition, professional expectations, i.e., dress code, may be different than previous clinical education site expectations. Clinical education experiences are mandatory, discuss your class schedule with your preceptor in order to develop a clinical education schedule that does not present a class conflict. Outside employment and social schedules are secondary to clinical education experiences. ATP Students should not call clinical education sites to request time off or ask if he or she is needed. ATP Students are automatically expected to be present at clinical education experiences, unless instructed otherwise.

Outside Employment

It is understood that many students must work outside jobs in order to finance their education, but outside employment must be kept in perspective. Outside employment cannot interfere with athletic training clinical education experiences. It is recommended that ATP Students do not participate in more than 10-12 hours per week in outside work activities. Please do not let outside employment or other extracurricular activities take priority over coursework/grades and clinical education.

Participation in Varsity or Club Sports

Due to the number of clinical education experience hours required of ATP Students, participation in a varsity or club sport while enrolled in the program may require additional time (i.e. an extra year or more) to complete the ATP curriculum. If a student chooses to participate in a varsity or club sport while enrolled in the Athletic Training Program (i.e. 1st or 2nd-yr MSAT student), the Athletic Training Program Director and/or Clinical Education Coordinator will meet with the student and the student's coach in order to develop a plan that spells out the timeline as well as expectations of all parties for completion of the ATP curriculum. Intramural sport participation typically does not create conflicts with the Athletic Training Program curriculum.

Physical Examinations and Health Forms

ATP Students are required to undergo a physical examination annually. A copy of the completed health form must be sent to the Daemen College Health and Insurance Services Office (HISO) for review prior to the beginning of the clinical education experience. The health form is available through the Daemen College HISO (716-839-8446) and through the link below.

<http://www.daemen.edu/student-life/student-services/daemen-college-health-services>

The Daemen College HISO will also provide the student with a list of current immunizations and will apprise the student of what is needed. All physical examination records are housed in the Daemen College HISO. The ATP CEC will send a roster of currently enrolled Athletic Training Program Students (those eligible for clinical education experience) to the HISO by approximately the first week of July. The HISO will verify physical examination date, required immunizations, and health insurance for each. Any missing or required documentation will be communicated to the Athletic Training Program Students by the HISO. The deadline for completion of the above is one week prior to the first day of the assigned clinical education experience. The HISO will complete verification of the physical examination, immunizations, and health insurance card for each student. Electronic copies of the physical examination and immunization verification as well as a copy of the health insurance card will be uploaded to the Typhon database within each student's confidential profile. The AT CEC will e-mail a letter drafted by the ATP PD and CEC to each assigned Clinical Site Preceptor notifying them that their assigned student is health compliant and they can access the documents on the Typhon database. The Athletic Training Program Student, program administrators (ATP PD and CEC), and assigned Clinical Site Preceptors will be the only parties able to view the health compliance documents.

Preseason Attendance

All Athletic Training Program Students will be required to report for pre-season training camps prior to the beginning of semester classes. Failure to report for pre-season may result in dismissal from the Athletic Training Program.

Requests for time-off from Clinical Education Experiences

- For requests of one (1) day off, the Athletic Training Program Student must make a request of the Preceptor, who will decide whether permission for the absence will be granted. The student must have a reasonable excuse (i.e. funeral) to be excused from the clinical education experience. All missed days need to be made up.
- Athletic Training Program Students are expected to contact the Clinical Education Coordinator with any requests for two (2) or more days off from the clinical education experience. If the request is granted, the CEC will contact the Preceptor, the student will then speak with the Preceptor to formally request the time off. Any approval of time off is at the discretion of the Preceptor. **The student will notify the Clinical Education Coordinator if permission is granted.**
- The student will be granted time off for holidays in accordance with the clinical education site and or Preceptor's schedule.
- **In case of illness, Athletic Training Program Students must notify the Preceptor and the Clinical Education Coordinator at Daemen College as soon as possible.**
- **In case of absence for short periods of time, due to personal illness or serious family problems, Athletic Training Program Students must make up the time before graduation. Final grades will not be assigned until all work is completed.**

Social Media Policy

Athletic Training Program Students should adhere to best practices as indicated in the article [Social Media and Health Care Professionals: Benefits, Risks, and Best Practices](#)

Travel with Teams

Athletic Training Program Students will often have the opportunity to travel with teams to away events. When traveling, the Athletic Training Program Student must adhere to all policies in which the other team members are subject. This includes, but is not limited to, dress codes, curfews, meeting times, and professional behavior. Athletic Training Program Students are present to assist with the practices and contest preparation, injury care and treatments.

Team Travel and Alcohol

When traveling with athletic teams, Athletic Training Program Students are responsible for the healthcare of all student-athletes during the entire trip. With respect to alcohol consumption sound, rational decisions must be made at all times. Any instance of misuse of alcohol while traveling with a team will be dealt with on an individual basis.

Unlawful Harassment including Sexual Harassment

This information is available in the Daemen College Student Handbook which can be found at:

<http://www.daemen.edu/studentlife/OfficeofStudentAffairs/Pages/default.aspx>

Weather Cancellations

Procedure for class cancellations due to weather is available on the Daemen College website at: www.daemen.edu. ***See Page 21 for Clinical Site Weather/Emergency Closure Policy.***

The following documents provide Athletic Training Program Students with Daemen College policies/procedures.

Appendix A. MSAT Program Assessment Plan

Under revision and unavailable at this time.

Appendix B. CAATE Student Waiver Form



STUDENT WAIVER FORM

Date:

Name:

Student I.D. #

Institution:

I, _____, give permission for the members of the CAATE Evaluation Team to view my personal academic file relating to the athletic training program. I understand that this viewing will be for informational purposes only and that my confidentiality will be maintained.

Signed:

Date:

Witness:

Date:

Appendix C. Off Campus Guidelines

Safety & Security Guidelines Guidelines for Off-Campus Learning Experiences

Safety & Security Guidelines for Daemen College students who participate in service learning, internships, clinical rotations, field experiences, student teaching, volunteering or any other experiential learning opportunity.

Students who study abroad or participate in international service learning, internships, clinical rotations, field experiences, research, student teaching, or volunteering, must see the Global Programs office for separate Safety and Security Guidelines required for international experiences conducted under the auspices of Daemen College. Students traveling abroad are required to attend a mandatory pre-departure meeting conducted by the Global Programs Office.

To help ensure that your external learning experience is a comfortable, safe, rewarding, and a reflective experience, please acquaint yourself with the following requirements and safety guidelines. You will need to sign and keep a copy of these guidelines to acknowledge that you have received them and that you understand possible risks associated with your academic related experience.

The "College Site Coordinator" referred to hereafter will be, depending on students' experiences: the Director or Assistant Director for the Saffrin Center for Sustainability and Civic Engagement, Career Services Advisor, the Coordinator of Student Teacher Placement, Director or Assistant Director of Clinical Education for Physical Therapy, Clinical Coordinator for Physician Assistant, Clinical Coordinator for Athletic Training, Field Placement Coordinator for Social Work, Clinical Nursing Instructor, the Director of Health Promotion or faculty member responsible for class participation in off-site field experiences. The Associate Vice President for Community Engagement is also available for any general advice or answers to questions you may have about your off-campus learning experience.

Insurance Information

Daemen College does not assume responsibility for healthcare-related costs arising from the illness or injury of a student. The College recommends that all students have health insurance. All residential students, international students, student-athletes and students in health-related fields of study while participating in clinical internships/clerkships/external learning experiences must be covered by health insurance and provide proof of that coverage to the Health & Insurance Services office. Both full and part-time students, taking six credits or more, are eligible to purchase the Daemen College Student Health Insurance Plan which provides health insurance coverage to students in compliance with the Affordable Care Act. Students may contact Susan Girard in the *Office of Health & Insurance Services* to arrange for coverage or to get more information concerning the plan.

The College has an Educators General Liability Insurance Policy which provides coverage to authorized student volunteers and the College in the event a claim for damages is made against either party as a result of an accident or negligence while performing duties in a College sponsored activity.

Any incident which is determined to have occurred outside the scope of a Daemen College sponsored activity **may** be covered under students' individual homeowners' policy, parents' homeowners' policy or professional liability insurance. Professional liability insurance is available through various professional organizations e.g., American Counseling Association, National Association of Social Work, among others. For clinical affiliations and similar external learning experiences, your department will advise you of the requirements.

Safety and Security Issues

Awareness of your surroundings

Attend any training or orientation sessions provided by your site. These may include specific and general information about the organization, neighborhood, or community. Know the organization's policies and reporting structures, and follow them. Know how your site supervisor will interface with your Daemen College site coordinator. Follow any guidelines provided to ensure your own well-being. Always ask questions of your site supervisor to clarify any issues. Complete any paperwork required by your site. Be sure that your status is duly recognized by the agency – that is, that you are authorized to be on the premises and in what capacity. Visit the website of the agency to learn about the organization's mission, location, and opportunities, so you will have realistic expectations of what your academic learning experience may entail.

Pay attention to health risks and requirements. You may be required to take/show proof of having TB tests, flu shots, rubella tests and/or various vaccinations/immunizations required by the agency, state, or country. If you are required by your site to complete any health screenings or preventive routines such as vaccinations, you are required to use your own insurance if these costs are not covered by the site.

Take an active role in your safety and well-being. Be aware of your environment and possible risks. Violence, drugs, and personal safety issues may be factors at your location. Be aware of potential unpredictable behavior of clients and learn strategies for handling such behaviors. If a situation does not seem safe, leave and get help as needed. Educate yourself about your site by asking the college's coordinator and your site supervisor about possible risks. If home visits are a part of your experience, perform these in pairs, do not go alone. Do not park your car in the driveway of the home you visit; in the home, sit facing the front door and have access to an exit.

Follow the guidelines or protocols you have been given about client and employee safety and ensure that any irregularities are reported immediately to your site supervisor. If you feel uncomfortable with any person or situation, inform your site supervisor and the college coordinator. If you feel that your site supervisor is not the suitable person, contact higher management. Crimes, e.g. suspected child abuse, should also be reported to the appropriate law enforcement agency.

Respond, Assess, Isolate, Notify (RAIN)

Sadly, we know that in recent years, there has been a well-documented increase in workplace violence and shootings. While it is unlikely that one of these crises will occur at the worksite, it is important for students to be prepared in case it does. It is recommended that students remain observant and, as they would on campus, respond accordingly to protect themselves. Students at Daemen College are being trained using the RAIN approach- Respond, Assess, Isolate and Notify. Based on the nature of the situation, students will want to respond to what has occurred and take life-safety measures- run, hide or fight. They will want to assess the environment and see what resources are available and do their best to isolate the perpetrator to prevent him/her from causing more harm. Additionally, it is key that students notify proper authorities by calling 9-1-1 immediately. Note the physical address of the building so that it can be relayed quickly to police and first-responders.

Vehicle safety

When driving, pay attention to weather conditions; travel on well-lighted, populated streets. Keep your doors locked and windows rolled up. Park in well-lit and/or high traffic areas. Lock your vehicle and put all valuables (laptops, cell phones, electronics, handbags, any purchases, etc.) out of sight in the glove compartment or trunk or do not bring them with you.

Make sure your vehicle is in good working order and that you have at least a ½ tank of gas at all times. Even if you are familiar with the area in which you are traveling, it is a good idea to carry a map or have navigation software – especially in case of inclement weather and/or need to take an alternate route.

Do not use your personal vehicle to transport clients or people you do not know. Be aware of any personal vehicle insurance coverage limitations concerning passengers.

If you are using public transportation, make sure that you are aware of the routes, schedules, times, and have the correct fares.

If you plan to use campus transportation to and from off-campus sites, the use of seat belts by the driver and all passengers, at all times, is mandatory.

Personal safety

When possible, don't walk alone or at night. Don't isolate yourself. Be sure phones are charged and ready to use at all times.

Inform friends, relatives, and/or professors of your whereabouts. Make sure someone reliable knows where you're going, when you're leaving and returning. If plans change, notify them.

If you attend after-hours meetings, home visits or go to other sites that you are not familiar with, be aware of the location or neighborhood. If you are uncomfortable going to any such place, discuss the situation with your supervisor. Do not take unnecessary risks.

If you are injured on the site, promptly report your injury to your immediate supervisor, site coordinator and the college coordinator for documentation and action.

Always wash your hands or use hand sanitizer between caring for individual patients/clients, before entering and after leaving the agency, before and after eating, after coughing, sneezing or using the restroom. When possible, cough into the crook of your arm instead of your hand.

Try to take reasonable care and caution at your site as a means to enhance your experience and your margin of safety and the safety of others. Pay attention to details, ask questions and pay attention to supervisors' advice. For example, be aware of any food allergies (peanuts, nuts, milk) or other allergies (such as bee stings), that agency clients may have, especially young children you may give snacks to and/or take outside. Make sure to have your own allergy medicines on hand at all times (such as EpiPens).

Confidentiality

You may come into contact with confidential information during your external learning experience – be sure you are clear about your site's expectations of you in this regard. Confidential information should never be disclosed and serious problems or potential legal action can result if disclosed. In addition, one should not make disparaging or otherwise indiscreet remarks about the company or organization, its products, services, clients or personnel in conversation, on Facebook, Twitter, Snapchat, LinkedIn or other such social networking sites, or through email.

Photos should not be taken unless expressly permitted by your supervisor. Note that some locations may not permit any photos to maintain confidentiality of clients and/or staff.

If something said or done at the site does make you uncomfortable and/or may be inappropriate or illegal, you should inform your site supervisor and/or your college site coordinator as soon as possible.

In Cases of Emergency or Concerns

If concerns of a serious nature arise (e.g., accident, harassment), immediately contact your site supervisor or higher management AND your College site coordinator.

Reviewed by Associate Vice President for Community Engagement 6/2017

Appendix D. Off Campus Guidelines Acknowledgement Form

Guidelines for Off-Campus Learning Experiences

Acknowledgement for student to keep

I have read the above information provided by my coordinator and I am also responsible for reading any safety information provided by the site. I have discussed any potential concerns with the college's coordinator and I understand that this experience may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I understand that it is my responsibility to become informed of the site policies and practices regarding the safety concerns above. I understand that it is my responsibility to notify my Daemen College coordinator and my on-site supervisor immediately of any incident or situation that may be a cause for concern under these guidelines. I verify that I have health insurance as required by the College, and all immunizations as required by New York State.

(Student Copy)

Student Name (Print) Student Signature Date

Acknowledgement for Department to keep

I have read the above information provided by my coordinator and I am also responsible for reading any safety information provided by the site. I have discussed any potential concerns with the college's coordinator and I understand that this experience may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I understand that it is my responsibility to become informed of the site policies and practices regarding the safety concerns above. I understand that it is my responsibility to notify my Daemen College coordinator and my on-site supervisor immediately of any incident or situation that may be a cause for concern under these guidelines. I verify that I have health insurance as required by the College, and all immunizations as required by New York State.

(Daemen College Copy)

Student Name (Print) Student Signature Date

Appendix E. Active Communicable and/or Infectious Disease Policy Verification Form

Daemen College Athletic Training Program Active Communicable and/or Infectious Disease Policy

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

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

or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.

5. Health-care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.

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

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

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

I verify, by my signature, that I have read and I understand the Daemen College Athletic Training Program Active Communicable and Infectious Disease Policy.

Student Name (Print)

Student Signature

Date

Appendix F. Oath of confidentiality (HIPPA) statement

Daemen College Athletic Training Program Oath of Confidentiality (HIPAA) Statement

I, _____ (Print Name), accept responsibility for maintaining the confidentiality of all patient information. I acknowledge that during the course of my clinical education experiences I may have access to confidential patient, business, and/or financial information that should only be viewed as necessary for the performance of my clinical experience and this information should only be disclosed according to the Daemen College Athletic Training Program policies and procedures. I understand that confidentiality of the student-athlete's medical records must be maintained at all times, as these are considered legal documents. Records are not permitted to leave the secured designated area of the clinical instruction site. Any questions or concerns from the press, professional scouts, game/event management staff, institution administrators, sports information personnel, opposing team personnel, spectators, or other bystanders must be directed to the Head Athletic Trainer, Preceptor, or Head Coach. If medical records are to be requested by the Athletic Training Student for a case study then the Athletic Training Student must fill out an Athletic Training Student Request for Medical Records Release Form and have it approved by both the student-athlete and the Head Athletic Trainer, Preceptor and/or other designated clinical instruction site administrator (i.e.: Athletic Director, Sports Information, Medical Director, Medical Records Administrator, etc.) prior to accessing or using any information obtained from such records. This form, once signed, limits the Athletic Training Student to only accessing the medical records of the student-athlete and injury noted on the form. This signed form does not allow for the medical records to be taken out of the facility or photocopied under any circumstances. Anyone associated with access to documents that are the property of the Clinical Instruction Sites will full comply with all regulations set forth by the Health Information Portability and Accountability Act (HIPAA).

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

I verify, by my signature, that I have read, I understand, and I will abide by the Daemen College Athletic Training Program Oath of Confidentiality (HIPAA) statement and the provided Summary of HIPAA Privacy Rule document.

Student Signature

Date

Appendix G. Guidelines for Technical Standards for Entry-Level Athletic Training Education

***Adapted from the NATA Education Council Guidelines History and Rationale*

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

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

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

Daemen College Athletic Training Program Technical Standards for Admission

The Athletic Training Program at Daemen College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the

knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accreditation agency the Commission on Accreditation of Athletic Training Education (CAATE). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) Certification Exam.

Candidates for selection to the Athletic Training Program must demonstrate:

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

** It should be understood by the student that any change in the student's medical, physical, or psychological status warrants re-examination of this form and a possible change in status of the student's accommodation needs. Thus, it may be necessary to sign subsequent Technical Standards forms while attending Daemen College as an Athletic Training Student.

Appendix H. Technical Standards Verification Form
Daemen College Athletic Training Program
Technical Standards Verification Statement

This form accompanies the Technical Standards document for the Athletic Training Program.

Candidates for selection to the athletic training program will be required to verify they understand and meet the technical standards or that they believe that, with certain accommodations, they can meet the standards. Please return this verification statement to the Athletic Training Program Director with your Statement of Intent to accept your admission offer.

The Coordinator of Disability Services, in the Disability Services Office within The Student Success Center (Research & Information Commons, Room 113; (716) 839-8228), will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

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

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

Signature of Applicant: _____ Date: _____

Or

Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards of selection and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Coordinator of Disability Services, in the Disability Services Office within The Student Success Center (Research & Information Commons, Room 113; (716) 839-8228), to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant: _____ Date: _____

Appendix I. Clinical Laboratory Participant Release

Daemen College Athletic Training Department

Clinical Laboratory Participant Release

This release is to be completed at the beginning of each laboratory course and returned to the instructor, who will return to Justine Tutuska for Health Promotion courses and return to Nicole Chimera for Athletic Training courses.

I am participating of my own free will in clinical laboratories entitled **course title**. I agree to wear appropriate lab attire as outlined by the instructor.

I acknowledge that the Daemen College Health Promotion and Athletic Training Department is organizing the above laboratory solely for my personal benefit. I also acknowledge that the laboratory may include: **Testing of vital signs, strength and endurance assessment, walking, climbing, lifting, pushing, pulling and other physical activities associated with musculoskeletal, cardiovascular, and/or exercise assessment.**

I further acknowledge that I have no knowledge of any personal physical condition that prevents my full participation in these labs and/or said clinical evaluation and treatment techniques except:

I also acknowledge that I understand that no techniques taught in the above mentioned laboratory, performed on me by the instructor or any other classmates, are outside my personal control. I agree that at any time, I have the right to terminate, without prejudice, any clinical technique or laboratory participation involving me for any reason that I judge may be physically injurious in any manner to me. I further agree to terminate any procedure if pain, discomfort, or any adverse sensation is experienced.

I acknowledge that other classmates may practice other therapeutic and course related techniques on me, as I might practice the same on them for the purpose of increasing clinical knowledge and skill. I willingly accept the risk of injury in return for the personal benefits received. I hereby release Daemen College, the instructors, and other classmates from any claim I might have for any resulting injury to me.

Signed _____ Date _____
Print Name _____

Witness _____ Date _____

Appendix J. Athletic Training Program Student Statement of Contract

I, _____ (Print Name), as an Athletic Training Program Student promise to:

1. Uphold the principles of academic honesty and integrity
2. Conduct myself in a professional manner, abiding by the NATA Code of Ethics
3. Respect the field of Athletic Training
4. Abide by the academic regulations and standards outlined in the Daemen College Student Handbook, the Daemen College Catalog, and the Daemen College Athletic Training Program Student Handbook
5. Report any observed violation of academic honesty
6. Respect all property of the Athletic Training Department including lab equipment, models, and animal specimens
7. Uphold the Daemen College MSAT Professionalism Statement at all times while enrolled in the MSAT program

I have read, understand, and will comply with all the information in the Athletic Training Student Handbook.

Signature: _____ Date: _____

