

# **LIBERTY UNIVERSITY**



## **ATHLETIC TRAINING PROGRAM HANDBOOK**

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## INTRODUCTION

The primary goal of Liberty University Athletic Training Program is to educate the next generation of healthcare professionals who want to serve Christ through Athletic Training. The contents of this handbook are to be studied and followed by each student in the Athletic Training Program (ATP).

This handbook is the blueprint for Liberty University's Athletic Training Program. It is imperative that each student, faculty, and preceptor adhere to these policies and procedures. Violation of any of the policies/procedures discussed in this handbook may jeopardize an individual's status in or with the ATP.

The ATP has a dual approach to student education: didactic coursework and clinical experiences. Every student currently enrolled in the ATP will be assigned a clinical experience in addition to the didactic coursework. Students must take specific core didactic courses in Athletic Training to earn a Bachelors degree in Athletic Training. Additionally, students will take five clinical education courses, each of these courses will incorporate a clinical experience which includes a supervised hands-on experience to develop competency and proficiency under the direction of a preceptor.

Your clinical education will involve working with patients and preceptors in any of the following clinical sites: 1) Liberty University intercollegiate athletic teams, Liberty University club sports teams, local DIII Institutions (Lynchburg University, Randolph College, & Sweet Briar College), as well as local high schools and physicians' offices. The clinical sites mentioned above serve many important functions: 1) provide Athletic Training services to the men and women who represent their respective programs patients in those settings, 2) serve as the primary clinical education sites. The opportunities presented in the clinical experience will provide students the opportunity to improve/practice their Athletic Training skills and knowledge.

The intent of this handbook is to guide, inform, and assist students throughout the ATP. It includes the policies and procedures relevant to Athletic Training Students. Students are expected to read and comprehend this material so that they understand their responsibilities and function effectively in their duties. After reviewing this handbook, students having comments or suggestions, should direct them to the ATP Director.

There are high expectations for students that are enrolled in LU's ATP. We expect you to be diligent in your efforts, be prompt, conduct yourself with the highest degree of decorum, be academically sound, and represent yourself, our program, Liberty University, and God with professionalism beyond reproach. God has blessed each of us with talent and the opportunity to work for Him through the ATP at Liberty and beyond.

It is the ATP's intention that your experience be educational and hopefully enjoyable. We will provide you with the knowledge and skills necessary to become a Certified Athletic Trainer. In return, we expect your academic excellence, cooperation, diligence, and enthusiasm.

Again, welcome to our program. We are very glad to have you and look forward to building a good professional relationship with you.

## Program Information



## **MISSION & VISION STATEMENTS**

### **LIBERTY UNIVERSITY MISSION STATEMENT**

To develop Christ-centered men and women with the values, knowledge, and skills essential for impacting tomorrow's world. With a unique heritage and an ever-expanding influence, Liberty remains steadfast in its commitment of *Training Champions for Christ*.

### **SCHOOL OF HEALTH SCIENCES MISSION STATEMENT**

The School of Health Sciences *exists* to prepare men and women in the sciences and health professions through the integration of current scientific thought and the biblical worldview.

### **HEALTH PROFESSIONS DEPARTMENT MISSION STATEMENT**

The Department of Health Professions faculty members are committed to preparing students in three majors: Athletic Training, Exercise Science, and Kinesiology. Each major leads to a Bachelor of Science degree. Our objective is to encourage student growth in these disciplines from the Christian worldview in preparation for employment/graduate education as they pursue God's purpose for their lives.

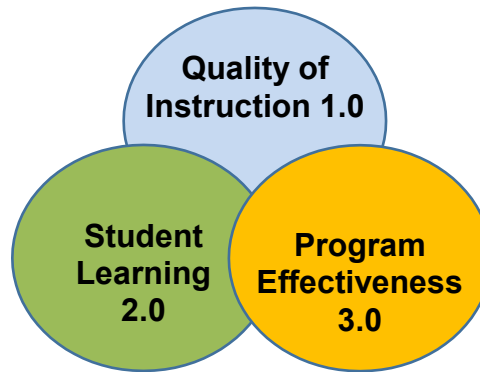
### **ATHLETIC TRAINING PROGRAM MISSION STATEMENT**

To develop Christ-centered men and women to become highly effective Athletic Training professionals and leaders in the Christian community, while incorporating both professional and spiritual growth in their life plans. Liberty University incorporates into the foundation of education the equally important components of producing Christ-centered men and women with the values, knowledge, and skills required to impact tomorrow's world.

### **ATHLETIC TRAINING PROGRAM VISION**

To produce highly educated graduates that glorify Christ while they influence the Athletic Training Profession at the state, district, and national levels.

## PROGRAM GOALS & OBJECTIVES



1. Produce Christ centered men & women that have a desire to serve Christ through the athletic training profession.
2. Provide students with a quality clinical experience utilizing state-of-the-art resources and technology alongside allied healthcare preceptors
3. To prepare students to be competent clinicians that successfully pass the BOC exam
4. To develop leaders that will serve their communities and profession
5. To promote professionalism through student involvement within state, district, and national athletic training meetings and symposiums
6. To aid the student in obtaining employment or admission into graduate school upon graduation
7. To become an ATP that conducts quality research that enhances the knowledge of the Athletic Training profession

### Student Learning Objectives

1. The student will be able to demonstrate assessment procedures for overall wellness including injury prevention techniques.
2. The student will be able to evaluate pathologies through the use of evidence-based assessment techniques.
3. The student will be able to demonstrate how to provide care during acute and emergency situations.
4. The student will be able to implement evidence-based therapeutic treatments and rehabilitation protocols for various pathologies.
5. The student will be able to demonstrate the components of healthcare administration while having the knowledge of maintaining professional health and well-being.
6. The student will be able to demonstrate mastery of the knowledge and skills necessary to effectively perform as an entry-level Certified Athletic Trainer as defined by the program's accrediting body.
7. The student will be able to integrate the biblical worldview into all aspects of practicing athletic training

## **PROFESSIONAL & CLINICAL TERMINOLOGY**

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

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

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

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

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

**Graduate Athletic Training Education Program (GATP)** – The abbreviation specifically refers to the Liberty University Athletic Training Program.

**Athletic Training Program Director (ATP)** – The ATP director at Liberty University is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the professional ATP. The program director reports to the Department of Allied Health Professions Department Chair.

**Athletic Training Program Faculty (Program Personnel)** – All faculty (core, associated, and adjunct) and support staff involved with the professional program. The Athletic Training faculty members are employed by the School of Health Sciences, Department of Allied Health Professions, and teach within the Athletic Training



Program. The faculty assists the program director in the day-to-day operation of the program.

- **Core Faculty** – Administrative or teaching faculty fully devoted to the ATP that has with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities exclusively by the administrator (Chair or Dean) of the academic unit in which the ATP program is housed. At minimum, this must include the Program Director and one (1) additional faculty member.
- **Associated Faculty** – An individual who instructs within the ATP. This may also include individual(s) with a split appointment between the program and another institutional entity (e.g., athletics or another program either within or outside of the department in which the ATP is housed). These faculty members are evaluated and assigned responsibilities by two different supervisors.
- **Adjunct Faculty** – Individuals contracted to provide course instruction on a full-course or partial-course basis, but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

**Athletic Training Student (ATS)** – The Athletic Training Student who is enrolled in courses while matriculating through a CAATE accredited Professional ATP.

**Clinical Assignment** – Athletic Training Students (ATS) are assigned to a specific Clinical Preceptor (not a specific sports team), who functions in a specific athletic training practice setting to satisfy CAATE accreditation and ATP requirements.

**Clinical Coordinator (Co-Clinical Coordinators)** – The co-clinical coordinators are responsible for the administration and management of the Clinical Education and Clinical Experiences components of the professional ATP. The co-clinical coordinators act as Clinical Instructor Educators and report directly to the professional ATP director.

**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 Education represents ATS's formal acquisition, practice, and evaluation of the professional Athletic Training clinical proficiencies under the direct supervision of a Clinical Preceptor. Clinical Education is a critical component of an ATS's overall educational and clinical development. Clinical Education shall occur in a minimum period of two academic years and be associated with course credit. The Clinical Integrations (I, II, III, IV, & V) courses shall include educational objectives and specific clinical proficiency outcomes that can be documented over time. A minimum of 75% of the student's Clinical Education must be in the traditional Athletic Training setting.

**Clinical Education Assignment Requirements** – Clinical Education experiences assignments address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession. A program's Clinical Education component is planned to include clinical practice experiences/opportunities with varied patient/client/athlete populations. Populations must include patients/clients/athletes from each of the following categories:

**2020 CAATE – Standard 17:**

- Throughout the lifespan (e.g., pediatric, adult, elderly),
- Of different sexes,
- With different socioeconomic statuses,
- Of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities), &
- Who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

**Clinical Site** – A facility where a student is engaged in clinical education.

**Commission on Accreditation of Athletic Training Education (CAATE)** – The organization that accredits Athletic Training Education Programs (ATP).

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

**Department Chair** – The department chair of LU's Department of Allied Health Professions directly oversees the development and evaluation of the ATP. The department chair also evaluates the ATP Director as well as all other Athletic Training faculty.

**Electronic Health Record** – A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

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

patients.

**First-Time Pass Rate on the Board of Certification (BOC) Examination** – The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

**Foundational Knowledge** – Content that serves as the basis for applied learning in an athletic training curriculum.

**Framework:** A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

**Goals** – Specific statements of educational intention that describe what must be achieved for a program to meet its mission. \*(SMART Goals)\*

**Graduate placement rate:** Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

**Health Care Providers** – Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

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

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

**Immersive Clinical Experience** – A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

**International Classification of Functioning, Disability, and Health (ICF)** – A conceptual model that provides a framework for clinical practice and research. The ICF

is the preferred model for the athletic training profession.<sup>6</sup>

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

**Interprofessional Practice** – The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

**Medical Director (ATP)** – Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

- The program medical director advises the ATP Director in the education of Athletic Training Students. He/she is strictly involved in the Athletic Training student's education they frequently interacting with the students to guest lecturers, surgical observations, practicing game attendance, and general medical rotations.

**Memorandum of Understanding** – Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

**Mission** – A formal summary of the aims and values of an institution or organization, college/division, department, or program.

**Outcomes** – Indicators of achievement that may be quantitative or qualitative.

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

**Physician** – Health care provider licensed to practice allopathic or osteopathic medicine.

**Physiological monitoring systems:** Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

**Preceptor** – Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution.

Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

**Professionalism** – Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

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

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

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

**Program Graduation Rate** – Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of “normal time” for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

**Program Retention Rate** – Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following academic year. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

**Quality Assurance** – Systematic process of assessment to ensure that a service is meeting a desired level.

**Quality Improvement** – Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups. Quality improvement includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving

quality.

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

- *Scholarship of Discovery* – Contributes to the development or creation of new knowledge.
- *Scholarship of Integration* – Contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- *Scholarship of Application/Practice* – Applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- *Scholarship of Teaching* – Contributes to the development of critically reflective knowledge associated with teaching and learning.

**Simulation** – An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner. *See also* Clinical education.

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

**Socioeconomic Status** – The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.

**Supervision (Direct)** – Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care. Only clinical hours that occur under the direct supervision of a Clinical Preceptor are recognized by CAATE and LU's ATP. Radio or cell phone contact does not constitute direct supervision and is an infraction of LU's clinical policies.

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

**Support Personnel** – An unlicensed, non-credentialed individual who performs tasks designated by a Certified Athletic Trainer. These individuals are not permitted to provide patient care. Non-patient care services such as facility maintenance, stocking supplies, preparing equipment for use, inventory and cleaning may be performed by support personnel. These individuals and their supervisors must be in compliance with

Department of Labor standards and state practice acts.

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

**Value-Based Care Models** – Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.

### **NONDISCRIMINATION POLICY**

Consistent with Liberty University's nondiscrimination policy with respect to admission of students, the ATP does not discriminate on the basis of race, religion, color, national origin, sex, age, disability, sexual orientation, or status as a veteran. However, enrollment in the ATP does require the ability of the student to meet Technical Standards for the duration of the program (see Technical Standards section of the Handbook).

### **USE OF ATHLETIC TRAINING PROFESSIONAL TERMINOLOGY**

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

Appropriate/Professional Terminology	Incorrect or Unprofessional Terminology
"Athletic Training room"	"training room"
"Athletic trainer" or "certified athletic trainer"	"trainer"
"Athletic Training students"	"Student athletic trainers" or "student trainers"
"BOC" examination	"NATABOC" examination"
"CAATE accreditation"	"CAAHEP accreditation or JRC-AT accreditation"
"Clinical education experience"	"Work"

"Athletic trainer" or "certified athletic trainer"	"ATC" (ATC is a credential)
"Preceptor"	"ACI" or "CI"
"Athletic Training Program" or "ATP"	"Athletic Training Education Program" or "ATEP"

LU's ATP strives to instill professionalism into every student utilizing the correct terminology is one of the first ways a student can demonstrate professionalism. Utilization of incorrect or unprofessional terminology may result in some sort of friendly reminder.

Students need to utilize medical terminology as often as possible when interacting with physicians, healthcare professionals, and fellow athletic trainers/athletic training students.

### **ACCREDITATION STATUS**

Liberty University's Athletic Training Program was reaccredited by the Commission on Accreditation of Athletic Training Education (CAATE) on October 10, 2018. The next accreditation review will be during the 2028-2029 academic year.

**Web Site Address:**

<https://www.liberty.edu/academics/healthsciences/healthprofessions/index.cfm?PID=85>



**ATHLETIC TRAINING PROGRAM  
ACADEMIC INFORMATION**



## ADMISSION REQUIREMENTS & PROCEDURES

The Athletic Training Major is designed for students who wish to pursue a career in Athletic Training. Career opportunities are available in the following settings: clinical, colleges/university, industrial, military, performing arts, professional sports, public safety, and secondary schools. Many Athletic Training jobs are beginning to require a post-graduate degree. The Athletic Training profession recently decided to switch its professional degree from a bachelors to a master's degree.

The ATP is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students that graduate from the program are thus eligible to apply to sit for the Board of Certification (BOC) Examination. The NATA, along with each individual state's governing board, are the agencies for establishing and maintaining standards in the field of Athletic Training.

The Virginia practice licenses for ATCs is required for employment in the state of Virginia, visit the state regulation board for policies as listed in this link: [medbd@dhp.virginia.gov](mailto:medbd@dhp.virginia.gov). Additionally, once students graduate and pass the BOC, they may also elect to be state licensed in multi-states or change licenses across states if they are in good standing with the BOC. See this link for more information: <http://www.bocatc.org/state-regulation#at-advocacy-partners>

### **SELECTION PROCESS**

Students desiring to major in Athletic Training at LU need to understand that it is a competitive and selective program. Thus, not every student that applies will get into the ATP. Students interested in majoring in Athletic Training at LU will go through two application processes following the pre-professional phase of the program. Initial acceptance will occur following the Freshman Spring semester while full acceptance will occur after the Sophomore Fall Semester. When a student transfers to LU or changes their major their initial acceptance will be determined by the program director; while full acceptance is determined by the ATP Admission Committee.

### **PHASES OF THE ATP**

- **Pre-professional (freshman year)**: Students interested in becoming part of the ATP at Liberty University should initially enroll in ATTR 200, 205, & HLTH 216 along with available General Study's requirements. The second semester students should then enroll in ATTR 210, 211, BIOL 213 & 214 and PSYC 101.
- **Initial Acceptance (summer after freshman year)**: Applications for initial admission must be submitted by April 15. The criteria for initial status are outlined in the sections below.
- **Full Acceptance (between sophomore fall & spring semesters)**: Applications for full admission must be submitted by November 15. Full acceptance will be based upon

the criteria outlined in the sections below.

## **APPLICATION REQUIREMENTS**

### **Initial Application/Requirements:**

Students must meet the following criteria and provide the following information:

- Candidates must be in good academic standing with the University and have a minimum cumulative GPA of 2.50 on a 4.0 scale.
- Completion of initial application:  
[https://apex.liberty.edu/apex/banprd/f?p=253:14:102122309819016::NO:RP:FORM\\_NAME:ATH\\_TRAINING\\_SEC\\_APP](https://apex.liberty.edu/apex/banprd/f?p=253:14:102122309819016::NO:RP:FORM_NAME:ATH_TRAINING_SEC_APP)
- Provide a copy of all your collegiate transcripts. Unofficial transcripts are accepted from Liberty University.
- Medical history form signed by a physician. The form shall include an endorsement by the physician that states the student is physically able to meet the requirements of the program (See Technical Standards). Meet the Technical Standards Policy for admission into the program.
- Copy of vaccination records, which must include: Rubella, Tetanus, Mumps, Polio, Chicken Pox, and HBV vaccination.
- Due by April 15
- **Initial acceptance will only occur after final grades have been confirmed by the Registrar's office.**

**\*It is the student's responsibility to make sure the required documents and information are in the hands of the ATP by the application deadline.**

### **ACCEPTANCE NOTIFICATION**

#### **Initial Acceptance**

- The program director will email the students a letter stating their status in the ATP when final grades are obtainable off the student's degree completion plan. Students may learn of their status in the ATP as early as June 1.

#### **Full Acceptance**

- The program director will email the students a letter stating their anticipated status in the ATP during Christmas Break; this status is contingent upon the student's final grades.

## **TRANSFER STUDENTS**

Students transferring to Liberty University who are interested in entering the ATP must contact the Program Director by August 1. Due to the unique characteristics and background of each individual, a transfer student will be evaluated on an individual basis to determine his/her suitability for the program as well as an appropriate entry level. This evaluation will be made only after the Program Director has received the following:

Transfer students must meet the following criteria and provide the following information

to be initially accepted into LU's ATP:

- Candidates must be in good academic standing with previous university and/or Liberty University and have a minimum cumulative GPA of 2.50 on a 4.0 scale.
- Completion of initial application
- Copy of all official transcripts from prior academic institutions
- Medical history form signed by a physician. The form shall include an endorsement by the physician that states the student is physically able to meet the requirements of the program (See Technical Standards).
- Meet the Technical Standards Policy for admission into the program.
- Copy of current vaccination records, including: Rubella, Tetanus, Mumps, Polio, Chicken Pox, Tuberculosis, and HBV vaccination.

The above documents and materials must be submitted to Liberty University's AT Program Director by August 1 to be assured an opportunity to be initially accepted.

It is highly likely that the competencies covered in transferring courses may differ from those covered in LU's courses. However, if a transfer student feels certain competencies were completed, the student must provide the Program Director written documentation from his/her former school's Program Director. This documentation must include a weekly log of hours, a list of completed clinical experiences, competencies, and a statement signed by the Program Director verifying satisfactory completion of the competencies in question. All competencies must meet the standards set forth by CAATE. Any request for course credit transfer must be made to the Program Director.



## UPON ACCEPTANCE INTO LU'S ATHLETIC TRAINING PROGRAM

### STUDENT EXPENSES AND FEES

In addition to normal university tuition and fees, students enrolled in the ATP will incur the following additional expenses. The following are cost estimates for the current school year:

- *NATA Membership* – \$103 annually (State, District, and National memberships dues are included: <https://www.nata.org/membership/about-membership/join-and-renew/dues>)
- *ATSA Membership* – \$25, annually
- *Liability Insurance* – This cost is currently covered by the ATP. Students can purchase their own liability insurance as well.
- *TB skin Test* – Cost varies, required prior to full acceptance and annually
- *Health Exam* – Cost varies upon location. Exam is required for initial acceptance and if a student's health status changes while they are enrolled in the program.
- *CPR* – Recertification cost will vary, every 2 years
- *Background check* – \$20-\$60 varies on jurisdiction
- *OSHA/Bloodborne Pathogen Training* – \$15.95 annually
- *Transportation costs* – Students are responsible for providing all transportation and associated expenses to off-campus clinical sites. The cost varies, with some sites being as far as 40 miles off campus. Athletic Training students will not be assigned more than one Clinical Education Experience farther than 40 miles from campus.
- *Designated Clothing* – Students will be provided 1 LU Athletic Training collared polo annually. If students desire more than 1 collared polo shirt, the student is responsible for purchasing additional LU Athletic Training apparel. Dress codes may vary among clinical sites. Students are expected to have a minimum of 1 collared polo, khaki pants, and khaki shorts. The estimated cost is dependent on the student's current clothing considerations.
- *BOC certification exam* – During the students last semester he/she will be allowed to sit for the BOC exam. Exam fees vary depending on whether the student is a NATA member. NATA Member \$335.00 – Non-Member \$360.00

## ANNUAL REQUIREMENTS

Students will be expected to complete the following tasks annually:

- Maintain CPR/AED certification (every 2 years)
- Complete HIPAA Training (with Initial Acceptance Application)
- OSHA/Blood borne Pathogen Training (with Full Acceptance Application)
- Keep immunizations updated; complete a TB screen
- Read & Sign Technical Standards Verification Form
- Read & Sign Confidentiality Form
- Complete the Personal Contact Information Form
- Read all ATP Handbook Policy & Procedure Manuals
- Sign ATP Handbook Signature Page (last page) & Policy Comprehension Statement
- Completion of CSER requirements
- Update information on E\*Value (e.g. clinical hours, case logs, self/clinical preceptor/clinical site evaluations, certifications, etc.)

## PROGRAM REQUIREMENTS

- Each student must be enrolled in the ATP a minimum of five semesters.
- Each student must maintain a current CPR certification as determined by the BOC.
- Each student must pass a physical examination as part of their provisional application
- Each student must successfully complete an annual OSHA/ Bloodborne Pathogen training and gain certification. The certificate needs to be provided annually to the clinical coordinator.
- Each student must maintain a 2.75 GPA while fully accepted in the program.
- Student must successfully progress through all required clinical education rotations.
- Each student must meet the minimum clinical hour requirement per semester to progress in the athletic training program.
- The number of clinical hours a student must complete is dependent upon the student's year in the program.
- Each student must complete the Athletic Training major to receive the designated degree.
- Each student must pass ("C" or better) all clinical experience and didactic courses.
- Seniors are expected to participate in all university required Assessment Day activities during their senior year.
- Each student is encouraged to take the Board of Certification (BOC) Examination. Students cannot practice in the profession of athletic training without passing the BOC Exam and becoming credentialed in the State they practice. **Students must be in good standing to be eligible to be approved to take the BOC Exam.**

**ATHLETIC TRAINING PROGRAM  
CURRICULUM**



**LIBERTY**  
ATHLETIC TRAINING

## ATHLETIC TRAINING MAJOR

The Athletic Training major prepares students to become certified athletic trainers. To become eligible to sit for the BOC certification exam the students within this major must complete all of the coursework within the pre-professional and professional areas. In addition to the professional areas, each student will need to accumulate the required maximum/minimum number of clinical education hours each semester.

### FRESHMAN

Fall Semester	Course Credits	Spring Semester	Course Credits
ENGL 101 Composition and Rhetoric	3	BIOL 213/214 Human Anatomy & Phys.	4
HLTH 216 Personal Health	3	PSYC 101 General Psychology	3
<b>ATTR 200 Intro. To Athletic Training</b>	3	BIBL 105 Old Testament	2
<b>ATTR 205 Musculoskeletal Term &amp; Clinical Doc. in AT</b>	2	<b>ATTR 210 Principles of Athletic Training</b>	3
RLGN 105: Intro to Biblical Worldview	2	<b>ATTR 211: Principles of Athletic Training Lab</b>	1
UNIV 101: University Core Competencies	1	ENGL 102 Composition and Literature	3
INQR 101: Inquiry 101 Technology Competency	1	CSER	0
CSER	0-3		
	0		
<b>Semester Credit Total</b>	<b>15-18</b>	<b>Semester Credit Total</b>	<b>16</b>

### SOPHOMORE

Fall Semester	Course Credits	Spring Semester	Course Credits
RSCH 201 Research 201	3	<b>ATTR 221 Clinical Education I</b>	2
<b>ATTR 225 Clinical Kinesiology</b>	2	<b>ATTR 300 Lower Extremities Evaluation</b>	3
<b>ATTR 226 Clinical Kinesiology lab</b>	1	<b>ATTR 301 Lower Extremities Evaluation Lab</b>	1
<b>ATTR 305 Emergency Care for AT</b>	3	<b>ATTR 310 Therapeutic Modalities</b>	3
<b>ATTR 306 Emergency Care for AT Lab</b>	1	<b>ATTR 311 Therapeutic Modalities Lab</b>	1
BIOL 215/216 Human Anatomy & Phys	4	BIBL 110 New Testament	2
Evan 101 Evangelism and Christian Life	2	MATH 201 Intro. To Probability and Stats.	3
CSER	0	CSER	0
<b>Semester Credit Total</b>	<b>16</b>	<b>Semester Credit Total</b>	<b>15</b>



### JUNIOR

Fall Semester	Course Credits	Spring Semester	Course Credits
EXSC 310 Physiology of Exercise	3	EXSC 311 Analysis of Human Movement	3
<b>ATTR 302 Upper Extremities Evaluation</b>	3	<b>ATTR 321 Clinical Education III</b>	2
<b>ATTR 303 Upper Extremities Eval. Lab</b>	1	<b>ATTR 325 Evidence Based Research in AT</b>	2
<b>ATTR 320 Clinical Education II</b>	2	<b>ATTR 402 Application of Thera. Ex. &amp; Rehab</b>	3
<b>ATTR 400 Thera. Exercise &amp; Rehab</b>	3	<b>ATTR 405 Applied Pharmacology for AT</b>	2
<b>ATTR 404 Medical Aspects</b>	3	<b>ATTR 410 Admin. Aspects of AT</b>	3
THEO 201 Theology Survey I CSER	2 0	CSER	0
<b>Semester Credit Total</b>	<b>17</b>	<b>Semester Credit Total</b>	<b>15</b>

### SENIOR

Fall Semester	Course Credits	Spring Semester	Course Credits
THEO 202 Theology Survey II	2	Literature or Philosophy Elective	3
HLTH 333 Exercise and Sports Nutrition	3	Cultural Studies Elective	3
<b>ATTR 415 Leadership &amp; Clinical Interactions in AT</b>	3	<b>ATTR 421 Clinical Education V</b>	2
<b>ATTR 420 Clinical Education IV</b>	2	CRST 290 History of Life	2
<b>ATTR 440 Senior Seminar</b>	2	Information Literacy Elective	3
COMS 101 Speech Communication	3	EXSC 340 Essentials of Strength & Conditioning	3
PHED 225 Weight Training and Conditioning	1		
CSER	0	CSER	0
<b>Semester Credit Total</b>	<b>16</b>	<b>Semester Credit Total</b>	<b>16</b>

**TOTAL CREDITS**

**125-128**

### **ATP DEGREE COURSE SEQUENCING**

The sequence above is a recommended curricular plan for incoming freshmen that want to major in Athletic Training. All courses in bold must be taken in the semester they appear in the schedule unless otherwise noted. If a student fails to take the courses in the correct sequence, it will prolong the student's graduation date. Transfer students that are accepted will need to consult with the ATP Director to determine the student's course sequence. The sequence below with the exception of the bolded courses is only a recommendation, the non-bolded courses can be taken during different semesters if it is more convenient for the student. Students must progress through the program's

course sequence as defined in the official university status sheet and university catalog.

**\*Students must earn a minimum of a “C” grade in all Athletic Training courses. If a "C" is not obtained in a course, the student will be placed on probation until that course can be repeated the following academic year.**

### **ATHLETIC TRAINING COURSE DESCRIPTIONS**

#### **ATTR 200 Introduction to Athletic Training – 3 credits**

An introduction to the profession of Athletic Training. Topics also include basic method of care, treatment, and rehabilitation of athletic injuries.

#### **ATTR 205 Musculoskeletal Terminology and Clinical Documentation – 2 credits**

Foundations of scientific and medical vocabulary with specific discussion of anatomical, musculoskeletal and differential diagnostic terminology associated with the Allied Health Fields. Significant time will be devoted to the understanding of the proper application of scientific and medical vocabulary as it relates to the Allied medical practice of formal written and electronic documentation (SOAP Notes) for proper medical referral and reimbursement. Prerequisite(s): None

#### **ATTR 210 Principles of Athletic Training – 3 credits**

Introduction of basic Athletic Training. Topics include: pre--participation exam; modalities; and prevention. Laboratory experiences are provided.

#### **ATTR 211 Principles of Athletic Training Laboratory – 1 credit**

This class is in directed support of ATTR 210 and is designed to clinical application of preventive and treatment techniques associated with athletic training. Co-requisite: ATTR 210

#### **ATTR 221 Clinical Education I – 2 credits**

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of extremity taping/wrapping and emergency care of athletic injuries through clinical scenarios. Will include a clinical education rotation. Prerequisites: must be taken concurrently with ATTR 300.

#### **ATTR 225 Clinical Kinesiology for Health Professionals – 2 credits**

Students will gain knowledge of clinical musculoskeletal human anatomy through a variety of instructional techniques. The focus of the course will be on learning: bony landmarks, muscle origins and insertions, how to assess each muscle, and how to assess range of motion. Prerequisites: taken concurrently with ATTR 305 and 306; for ATEP provisional acceptance students.

#### **ATTR 226 Clinical Kinesiology for Health Professionals Laboratory – 1 credit**

Students will apply knowledge of clinical musculoskeletal human anatomy through a variety of hands- on activities. The focus of the course will be to practice identifying

bony landmarks and muscle origins and insertions along with demonstrating how to perform manual muscle testing and how to assess range of motion. Prerequisites: Taken concurrent with ATTR 225; for ATEP provisional accepted students only

**ATTR 300 Lower Extremity Injury Evaluation – 3 credits**

Methods of evaluation of athletic injuries are investigated, including history, inspection, palpation, and orthopedic and neurological testing with focus on the lumbar area and lower extremities.

Prerequisites: ATTR 200, BIOL 213/214

**ATTR 301 Lower Extremity Injury Evaluation Laboratory – 1 credit**

The methods of evaluation including history, inspection, palpation, and orthopedic and neurological testing of athletic injuries will be practiced in a hands on laboratory environment. This laboratory experience will focus on lower extremity injuries.

**ATTR 302 Upper Extremity Injury Evaluation – 3 credits**

Methods of evaluating injuries to the physically active are investigated including history, inspection, palpation, and orthopedic and neurological testing. Focus includes evaluation of injuries to the upper extremity, head, neck and thorax. Other topics include management of crisis situations and facial injuries related to athletic participation.

Prerequisites: ATTR 200, 300, BIOL 213/214, can be taken concurrently with BIOL 215/216.

**ATTR 303 Upper Extremity Injury Evaluation Laboratory – 1 credit**

The methods of evaluation including history, inspection, palpation, and orthopedic and neurological testing of athletic injuries will be practiced in a hands-on laboratory environment. This laboratory experience will focus on upper extremity injuries.

Prerequisites: taken concurrently with ATTR 302

**ATTR 305 Emergency Care for Athletic Training – 3 credits**

Advanced level of first aid and CPR training for individuals who have a job-related "duty to respond." This course includes such topics as CPR use of the resuscitation mask bag-valve mask and automated external defibrillator; anatomy; patient assessment; shock; bleeding; Burns; oxygen and error way care; spine board use; and other medical emergencies. Prerequisites: ATTR 200, 210, and BIOL 213/214 (may use as co-requisite); for ATEP provisionally-accepted students only

**ATTR 306 Emergency Care for Athletic Training laboratory – 1 credit**

This lab course provides students with the application of advanced level first aid and CPR training for individuals who have a job-related "duty to respond." This course is designed for students to gain proficiency in first aid skills as it relates to such topics as: CPR use of the resuscitation mask bag- valve mask and automated external defibrillator; anatomy; patient assessment; shock; bleeding; Burns; oxygen and airway care; spine board use; and other medical emergencies discussed in ATTR 305.

Prerequisites: taken concurrent with ATTR 305

**ATTR 310 Therapeutic Modalities in Athletic Training – 3 credits**

A study of theories and principles of uses of different modalities to enhance the healing of injuries. Lab experiences included. Prerequisites: ATTR 305, 306

**ATTR 311 Therapeutic Modalities Laboratory – 1 credit**

This class presents the practical application of therapeutic modalities to enhance the healing of injuries. Laboratory experience will include the set-up, application and problem will outcomes of the use of various therapeutic modalities commonly used in Athletic Training. Prerequisites: take congruent with ATTR 310

**ATTR 320 Clinical Education II – 2 credits**

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of lower extremity injury and illness evaluation of athletic injuries and therapeutic modalities through clinical scenarios. Will include a clinical education rotation.

**ATTR 321 Clinical Education III – 2 credits**

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of upper extremity injury and illness evaluation of athletic injuries and therapeutic modalities through clinical scenarios. Will include a clinical education rotation.

Prerequisites: ATTR 320

**ATTR 325 Evidence-Based Research in Athletic Training – 2 credits**

This class introduces the research process in Athletic Training with an emphasis on evidence-based medicine. Students will learn to evaluate the quality of the available research evidence and interpret statistical data and relevance. Scientific writing experience will be deemed in the form of research proposals, literature reviews, case studies, and critical appraisals. Prerequisites: ATTR 225, 226, 305, 306

**ATTR 400 Principles of Therapeutic Exercise and Rehabilitation – 3 credits**

In-depth study of theories and principles used to rehabilitate injuries to the physically active, as well as physiological and psychological factors affecting the rehabilitation function. Prerequisites: ATTR 310/311; BIOL 213/214; 215/216

**ATTR 402 Practical Applications in Therapeutic Exercise and Rehabilitation – 3 credits**

Lecture and laboratory experiences will include the application, instruction, progression and probable outcomes of the use of therapeutic exercises and relaxation techniques commonly used in Athletic Training. Prerequisites: ATTR 400; BIOL 213/214; 215/216

**ATTR 404 Medical Aspects of Athletic Training – 3 credits**

Recognition and treatment of general medical conditions and disabilities of athletes and others involved in physical activity. Application of pharmacological principles in the treatment of illness, injury, diseases for an athletic population. Includes lecture and laboratory experiences. Prerequisites: ATTR 325, 400

**ATTR 405 Applied Pharmacology in Athletic Training – 2 credits**

Basic principles of pharmacology, including receptor mechanisms, drug distribution and metabolism, and pharmacokinetics. Lectures and tutorials on the interactions of drugs and biological systems as a basis for rational disease therapy as it relates to the physically active patient. Prerequisite: ATTR 404

**ATTR 410 Administrative Aspects of Athletic Training – 3 credits**

A study of the problems and considerations involved in the successful management of an ATP. Areas discussed include: budgeting; facility design; ordering and inventory; and legal liability. Prerequisites: ATTR 404

**ATTR 415 Leadership & Clinical Interactions in Athletic Training – 3 credits**

This course will be to provide students with leadership skills to prepare them to interact with a wide variety patients across cultures. This course will also help students learn how to utilize their Christian faith to guide their ethical decision making process as it relates to clinical interactions in the Athletic Training Profession. Prerequisite: ATTR 410

**ATTR 420 Clinical Education IV – 2 credits**

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of therapeutic exercise and remote patient through clinical scenarios. Will include a clinical education rotation. Prerequisites: ATTR 321

**ATTR 421 Clinical Education V – 2 credits**

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of Athletic Training administration through clinical scenarios. Will include a clinical education rotation. Prerequisites: ATTR 420

**ATTR 440 Senior Seminar in Athletic Training – 2 credits**

A capstone course which will focus on reviewing the acquired knowledge and experiences of the Athletic Training curriculum. Students will discuss job search and interviewing skills, moral and ethical responsibilities, state licensure, continuing education, decision-making accountability and conflict management. The NATA professional code of practice and standards of practice will be reviewed. Preparation for the BOC certification exam will be included. Prerequisites: ATTR 404

**RETENTION STANDARDS**

Once admitted to the program, the student must demonstrate and maintain satisfactory academic and clinical progress as defined below:

- **Overall GPA:** Athletic Training students must maintain a minimum cumulative GPA of 2.75. Students falling below a 2.75 GPA will be placed on probation for one semester. If, after one semester of probation, the GPA remains below a 2.75, or falls below a 2.75 in any subsequent semester, the student will be permanently

suspended from the program.

- **GPA in Major:** Students must achieve a minimum grade of “C” in all designated classes (right side of DCP). The student, with permission of the Program Director, may repeat one ATTR course in which the student failed to achieve the minimum grade of “C”. A second failure to receive a grade of “C” or better in any ATTR course will result in suspension from the program.
  - Students must complete BIOL 213/214 and 215/216 with a minimum grade of “C” in each section before enrolling in ATTR 400, 320 or 302. Students who receive a grade of “D” will be allowed to continue enrollment for one additional semester if they are enrolled in the BIOL course in which they received the grade of “D”. Students who receive a grade of “F” in any section of the required BIOL classes will be allowed to re-enter the program in the appropriate sequencing upon completion of this requirement.
  - Under extenuating circumstances, and with approval of the Program Director, students will be allowed to continue in the program (under probation status) if they fail to meet one specific section of the GPA requirement. Issues will be considered on an individual basis and must constitute mitigating circumstances beyond the control of the student or program.
- **Course sequencing:** Students must complete each clinical and academic course in the order prescribed.
- **Codes of Conduct:** Satisfactory citizenship and behavior must be demonstrated, per the University’s and the program’s codes of conduct as outlined in the *Liberty Way* and in the *Athletic Training Program Handbook*.
  - Students suspended from the University will be subject to Athletic Training faculty review as to continuation in the program.
  - The Athletic Training faculty reserves the right to dismiss from the major, students who exhibit unprofessional or unethical behavior as outlined in the *Program Handbook*.
- **Guidelines for Appeal:** Students may appeal decisions concerning their status in the ATP. In order to do so, the student must submit a written appeal to the Program Director within one week of the notification in question. The documentation must include a detailed justification for the appeal. Upon receipt of the appeal, the Athletic Training faculty will meet to review the matter. The student will be advised in writing as to the outcome of that discussion within two weeks.

## **CSER POLICY**

Students that are fully accepted into the ATP are required to stay current with their CSER requirement. Every fall semester students will be required to provide an unofficial transcript to their assigned academic advisor showing that their current CSER status is up to date. Senior students will have to be within 1 CSER requirement by the end of their fall semester before the ATP Director will clear them to sit for the BOC Exam. Students that fall behind must provide their academic advisor with a plan of action to complete their required CSER. Incomplete CSER hours will directly affect the students graduation date and their ability to sit for the BOC exam.

## **REMIEDIATION POLICY**

Liberty University's Athletic Training Program strives to prepare every student to be reach their God- given potential. To assure students reach their potential and are prepared to provide patient care, all students must earn the following on all OSCE's, written & practical exams in every Athletic Training course:

- Earn a minimum of **70%** on all written exams
- Earn a minimum of **75%** on all practical exams and OSCE's

Mandatory remediation will be required of every student that doesn't meet the standards above in all Athletic Training courses once students are fully accepted into Liberty University's Athletic Training Program except for ATTR 440 and the end of the course comprehensive exams. Original test grades will stand in the gradebook, however this remediation should positively affect the comprehensive exams.

Remediation will consist of the following:

- 1. Students will be removed from their clinical site until remediation is completed.**
  - Removal will take place 24 hours after the exams are returned to the students.
  - Each student is expected to notify their Preceptor that they will not be at their clinical site due to remediation. Faculty members will also notify the assigned Preceptor via email when a student requires remediation.
- 2. Students are expected to attend Remediation Study Hall in the Science Building in place of attending their Clinical Education Experience until remediation is completed.**
- 3. The faculty and students will design a remediation plan within the first 24 hours after exams are returned to the student. The faculty member will notify the assigned Preceptor via email when a student can return to the clinical site. The completed remediation plan form needs to be provided to the program director upon completion of the form.**

4. Students are required to practice OSCE's and practical exams during the assigned open lab times unless stated differently in the remediation plan.

**\*The Remediation Plan Form is in Appendix I.**

## **DISCIPLINARY ACTION AND GRIEVANCE POLICY**

The ATs at Liberty University are expected to follow the *Liberty Way* and the expectations/responsibilities discussed previously in this document. In addition to these policies ATs must comply with all Athletic Training major requirements and procedures. In order to maintain a professional atmosphere for learning the following procedures have been developed for disciplinary action and grievances.

### **DISCIPLINARY ACTION CRITERION**

- Repetitive clinical disciplinary problems
- Not following proper policies and procedures
- Not maintaining current CPR/AED certifications
- Not obtaining and completing all required documentation set forth by the ATP
- Not meeting/exceeding the Clinical Education Experience hours
- Not attending advising meetings
- Conduct unbecoming the AT professional code of ethics

### **GENERAL DISCIPLINARY ACTION**

- **1<sup>st</sup> Disciplinary Action** (program director notification required)
  - Verbal and written communication from the faculty/staff associated with/regarding the violation
  - Written action plan to remediate and/or resolve the violation
  - A specific period of time in which to complete the action plan
- **2<sup>nd</sup> Disciplinary Action**
  - Verbal and written communication from the Program Director regarding the violation
  - Meeting with program director and associated faculty members, preceptors or others as deemed by the program director
  - Student will write a contract for improvement in conjunction with the program director
  - Further sanctions can be applied at the discretion of the Program Director
- **3<sup>rd</sup> Disciplinary Action**
  - Expulsion from the program

### **ACADEMIC DISCIPLINARY ACTION**

The Athletic Training Program *Retention Standard* will serve as the standing policy by which all academic violations will be addressed.



## **ADDITIONAL UNIVERSITY OPTIONS FOR STUDENT GRIEVANCE**

The AT program recommends that all students review the current Liberty University policies associated with academic or policy grievances. Those can be located through the Registers Office, as well as, the Office of Student Conduct.

## **HEALTH & SAFETY POLICY**

**Safeguards are taken for the health and safety of patients, students, interns, and faculty/staff. These are:**

1. Each ATS is required to have received a Hepatitis B Vaccine prior to entry into the program.
2. Students with illnesses are required to see a physician, physician assistant or nurse practitioner to determine if the illness is actively communicable.
3. Students with active communicable diseases (e.g., influenza) are not permitted to participate in patient care, or in any clinical experience until cleared by a physician, physician assistant, or nurse practitioner.
4. Electrical checks and modality calibrations are completed annually. Each modality is to be inspected prior to every use for potential problems.
5. Students are not allowed to use a modality without specific instructions from a Preceptor and the student having shown competence with the modality.
6. Students are required to be Standard First Aid & CPR certified before admission into the program and must maintain certification while in the program.
7. OSHA guidelines are followed very closely. All students stating they have read the guidelines and universal precautions and understand and will adhere to them must sign a consent form. Also, a training session on the OSHA guidelines and universal precautions is required each year of all ATSS.
8. The campus health facility is retained to dispose of medical waste and sharp objects.
9. Appropriate emergency procedures are discussed and demonstrated with each new ATS.
10. Each ATS must take part in a yearly in-service on the appropriate techniques of emergency procedures.
11. All emergency and potentially important phone numbers are posted at specific locations should an emergency situation arise.

## **COMMUNICABLE DISEASE POLICY**

The purpose of Liberty University's Athletic Training Program (ATP) Communicable Disease Policy is to protect the health and safety of the students, faculty members, preceptors, and patients. This policy will ensure the welfare of the students enrolled in the Athletic Training major as well as those patients you may come in contact with during your clinical experiences. It is designed to provide Athletic Training students, preceptors, and faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers ([www.cdc.gov](http://www.cdc.gov)).

### **Definition of Communicable Diseases**

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

### **Examples of Communicable Diseases by the CDC:**

Bloodborne Pathogens	Conjunctivitis	Cytomegalovirus infections
Diarrheal diseases	Diphtheria	Enteroviral infections
Hepatitis viruses	Herpes simplex	Human immunodeficiency virus (HIV)
Measles	Meningococcal infections	Mumps
Pediculosis	Pertussis	Rubella
Scabies	Streptococcal infection	Tuberculosis
Varicella Zoster	Viral respiratory infections	Viral infections
Mononucleosis	Influenza	Coronavirus

### **Prevention of Communicable Diseases**

- Students in Liberty's ATP are required to have a physical exam completed by a licensed physician prior to being initially accepted.
- Students in Liberty's ATP complete Bloodborne and Airborne Pathogens training prior to beginning any clinical or observational experiences.
- Students in Liberty's ATP review the Bloodborne Pathogen Exposure Control Policy annually when they review the ATP Handbook
- Students in Liberty's ATP complete annual TB Screening/Testing.
- Students are required to properly wash their hands and practice good hygiene.
- Students are required to use Universal Precautions all the time.
- Students with an active communicable disease will not attend classes or clinical experiences until a physician clears him/her to return.

### **Steps to Follow with Communicable Diseases**

1. Report the communicable disease to the preceptor, ATP Clinical Coordinator, and faculty member of the clinical education course you are currently enrolled in.
2. Seek immediate medical attention at the LU Campus Health Services or another local healthcare provider. Inform the provider that you are a student enrolled in an Allied Healthcare Major and discuss whether you should be restricted from interaction at clinical sites and/or classes.
3. Obtain written documentation from the attending physician in regards to your ability to continue with classes and clinical experiences or if restrictions are required.

4. Share the documentation with the clinical coordinator, preceptor, and faculty instructing your courses.
5. If the student is ill enough to miss ANY class or clinical experience, the student must notify the faculty teaching the course or preceptor immediately. Any absence must be supported with written documentation from the attending physician.
6. The student will not be allowed to attend classes or clinical experiences until he/she is cleared by a physician. Appropriate remediation will be allowed to the student as long as the procedures above are followed. In the event there is a prolonged communicable illness and the student cannot finish the required clinical experience hours or required coursework, a grade of "I" (incomplete) will be granted and the student will be allowed to make-up the work in the following semester.
7. Students will not be permitted to return to the clinical experience until he/she has been re-evaluated by a medical practitioner. A signed release from a medical practitioner must be filled with the Clinical Coordinator in order for the student to return to his/her clinical experience.



## **INJURY & ILLNESS POLICY**

The purpose of Liberty University's Athletic Training Program (ATP) Injury Policy is to protect the health and safety of the students, faculty members, preceptors, and patients. This policy will ensure the welfare of the students enrolled in the Athletic Training major as well as those patients you may come in contact with during your clinical experiences. It is designed to provide Athletic Training students, preceptors, and faculty with a plan to assist in the management of students with injuries.

### **Examples of Injuries and Illnesses**

Concussion, traumatic brain injuries, depression, mental health disorders, and others deemed significant by a physician or mental health counselor.

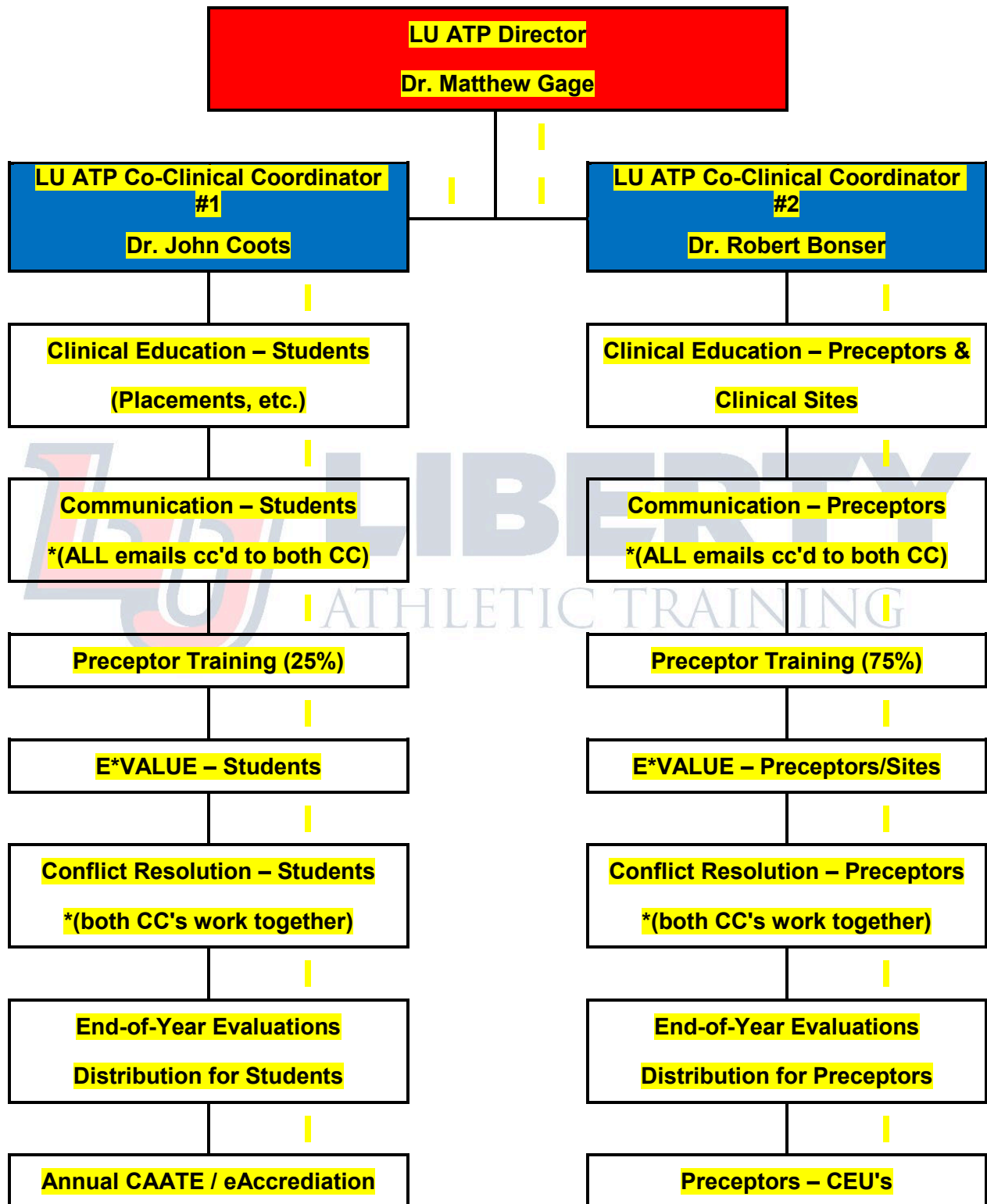
### **Steps to Follow with Injuries and mental health disorders**

1. Report the injury or mental health issue to the preceptor, ATP Clinical Coordinator, and faculty member of the clinical education course you are currently enrolled in.
2. Seek immediate medical attention at the LU Campus Health Services or another local healthcare provider. Inform the provider that you are a student enrolled in an Allied Healthcare Major and discuss whether you should be restricted from interaction at clinical sites and/or classes.
3. Obtain written documentation from the attending physician in regards to your ability to continue with classes and clinical experiences or if restrictions are required.
4. Share the documentation with the clinical coordinator, preceptor, and faculty instructing your courses.
5. If the student is ill enough to miss ANY class or clinical experience, the student must notify the faculty teaching the course or preceptor immediately. Any absence must be supported with written documentation from the attending physician.
6. The student will not be allowed to attend classes or clinical experiences until he/she is cleared by a physician. Appropriate remediation will be allowed to the student as long as the procedures above are followed. In the event there is a prolonged injury or mental health issue the student cannot finish the required clinical experience hours or required coursework, a grade of "I" (incomplete) will be granted and the student will be allowed to make-up the work in the following semester.
7. Students will not be permitted to return to the clinical experience until he/she has been re-evaluated by a medical practitioner. A signed release from a medical practitioner must be filled with the Clinical Coordinator in order for the student to return to his/her clinical experience.

The background features a large, semi-transparent watermark of the Liberty Athletic Training logo. It consists of a stylized 'L' and 'U' in red and blue on the left, and the words 'LIBERTY' and 'ATHLETIC TRAINING' in blue capital letters on the right.

**Athletic Training Clinical Education  
Policies & Responsibilities**

**Liberty University Athletic Training Program  
Co-Clinical Coordinators Responsibilities Flow Chart**



## **ATHLETIC TRAINING STUDENT (ATS) RESPONSIBILITIES**

The Athletic Training profession is an Allied Health Care profession devoted to the health and welfare of the physically active patient. Responsibilities of the ATS will vary greatly from one clinical education experience to the next. Each clinical site will have different expectations for the ATS. It is the responsibility of the student and the Clinical Preceptor to identify these expectations. At the beginning of each clinical education experience, students will meet with their assigned Clinical Preceptor and discuss the Clinical Education Experience Rotation Orientation Form (refer to EVALUE).

Although each site will have different duties, responsibilities, and policies there are some general responsibilities that each student should follow, they are:

- It is understood that students enrolled in the Athletic Training degree program are enrolled for the sole purpose of completing the degree requirements including their clinical education experiences with dedication and commitment at all times. The students are responsible for all aspects of their clinical learning; they are to be of Christian thought and action at all times while demonstrating honesty, integrity, loyalty, sincerity, professionalism and respect for any individuals they may interact with while representing the AT program and Liberty University. **This is the expectation of all students enrolled in the program without exception.**
- Under no circumstance should a student accept payment for services provided while they are accumulating clinical hours for the educational program, excluding scholarships.
- Each ATS should be at least 5 min. early to all of their clinical education experiences, unless otherwise stated by the Preceptor or they have class.
- Each ATS should dress professionally and appropriately according to the Preceptor's expectations. If the Preceptor does not have a set dress code students are expected to wear a Liberty University Athletic Training shirt, khaki pants/shorts and closed toed shoes.
- The ATS should carry out the techniques of the profession only with appropriate and specific medical direction of their Preceptor.
- Each ATS should develop a professional relationship with fellow clinicians; administrators and patients so those in these positions respect the ATS.
- Each ATS should adhere to and uphold the NATA Code of Ethics (Appendix E - website links) and maintain professionalism at all times.
- Each ATS should never veer from the expectations defined by Liberty University and the "Liberty Way".
- Each ATS should use their cell phones in a professional manner (see policy below).

## **PROVIDING ATHLETIC TRAINING SKILLS OUTSIDE THE ATHLETIC TRAINING PROGRAM**

- ATS's may sometimes be asked to provide personal services outside of their

clinical education experience. This is in violation of the Commonwealth of Virginia Board of Medicine Athletic Trainer Licensure Act which defines the scope of practice for a certified athletic trainer. Performing Athletic Training services as a student, not under the direction of a Preceptor is in violation of state law. If you choose to provide Athletic Training services outside the ATP, you are jeopardizing your ability to take the BOC examination. Liberty University's liability insurance will not provide coverage for activities performed outside of supervised clinical education.

## **PRECEPTOR RESPONSIBILITIES**

The following are the responsibilities of the Preceptors:

- Outline all expectations of the ATS, which includes duties and responsibilities.
- To directly supervise ATS at all times.
- To assist the students in becoming a competent ATS.
- To provide the student with opportunities to learn.
- To critique the ATS skills and provide them with feedback.
- To evaluate the ATS fairly by identifying their strengths and weaknesses.
- To evaluate the ATS patient interactions with case log documentation.
- To verify the hours that the students spend at their clinical education experiences.
- To assure that every student has a minimum of one day off in every seven-day period from clinical education experiences.

## **CLINICAL EDUCATION EXPERIENCE POLICIES AND REGULATIONS**

The following policies and regulations must be followed at all times in order to ensure a safe, efficient, and successful Athletic Training program.

- Students must meet with their Preceptor to complete the Clinical Education Experience Rotation Orientation Form (thru E\*VALUE) and discuss individual goals of both parties. This is the opportunity for the ATS and preceptor to determine what skills the ATS will and will not perform within the clinical educational site.
- Students can only perform clinical skills they have successfully completed in the didactic and laboratory environments.
- It is the student's responsibility to notify the Preceptor of new skills that they have successfully completed.
- Students should utilize the clinical education experiences to practice the skills that they have successfully completed in the didactic and laboratory settings while obtaining the minimum hour requirements per semester.
- Completing and submitting the required case logs per semester.
- The required clinical education forms must be completed by the dates specified in the course syllabi in order to successfully complete their clinical education experiences.
- Students must complete their clinical hour requirements in order to successfully complete their clinical education experiences and pass their clinical education course.



## **CONFIDENTIALITY**

Athletic Training Students within their clinical educational sites may provide **instructed** patient care and by doing so will come into contact with personal and/or medical information about patients that **MUST** remain confidential at all times. Each ATS is required to sign an *ATS Confidentiality Agreement* (Appendix C) verifying they will follow established HIPPA and FERPA (Appendix C) guidelines as per their training and certification.

## **ATS TRAVEL**

Many ATSs will have the opportunity to travel during their clinical education experience. It is a privilege to get to travel, not a guarantee! Each student must be directly supervised by a certified athletic trainer while they are traveling. ATS's must be considered part of the official travel party in order to be on the bench/court/field at an away event or students can be transported to an away event when an LU approved driver is driving. Students assigned to a high school/off-campus clinical education experiences must ride with the official travel party (i.e. arranged school transportation).

## **DIVERSITY of ATS CLINICAL EDUCATION**

Clinical Education Experiences Assignments and Progression of ATS's will be determined by the Clinical Education Coordinator. Assignments will be based upon previous Clinical Education Experiences. Clinical Education Experiences will only be scheduled where students can be adequately supervised and instructed by a Preceptor. Clinical Education Experiences involve both Clinical Exposure experiences and Patient Exposure experiences. Every student that graduates from LU's ATP will complete at least 1 rotation at each of the following types of Clinical Education Experiences:

- **Protective Equipment Sports:** (e.g. helmet and shoulder pads)
- **Male Sports**
- **Female Sports**
- **Individual Sports**
- **Team Sports**
- **Conditions other than Orthopedic:** General medical experiences involving of both genders. (e.g., primary care, internal medicine, dermatology)
- **Non-Sport Patient Population:** General medical experiences involving of both genders. (e.g. outpatient clinic, emergency room, primary care office, industrial, performing arts, military)

## **ATS Rotation Types & Durations**

Protective Equipment Sports	Male Sports	Female Sports	Individual Sports	Team Sports
Football	Archery	Archery	Archery	Archery
Ice Hockey	Baseball	Basketball	Cross Country	Baseball
Lacrosse (M)	Basketball	Beach Volleyball	Cycling	Basketball
	Beach Volleyball	Cheer	Equestrian	Beach Volleyball
	Cheer	Crew	Figure Skating	Cheer
	Crew	Cross Country	Golf	Crew
	Cross Country	Disc Golf	Gymnastics	Cross Country
	Cycling	Equestrian	Paintball	Disc Golf
	Disc Golf	Field Hockey	Racquetball	Field Hockey
	Equestrian	Figure Skating	Rock Climbing	Golf
	Football	Golf	Shooting	Gymnastics
	Golf	Gymnastics	Ski & Snowboard	Ice Hockey
	Gymnastics	Ice Hockey	Swimming/Diving	Lacrosse
	Ice Hockey	Lacrosse	TaeKwondo	Racquetball
	Lacrosse	Racquetball	Tennis	Ski & Snowboard
	Paintball	Rock Climbing	Track and Field	Softball
	Racquetball	Shooting	Triathlon	Soccer
	Rock Climbing	Ski & Snowboard	Wrestling	Racquetball
	Shooting	Soccer		Softball
	Ski & Snowboard	Softball		Swimming/Diving
	Soccer	Swimming/Diving		Synchronized Skating
	Swimming/Diving	Synchronized Skating		Tennis
	TaeKwondo	TaeKwondo		Track and Field
	Tennis	Tennis		Triathlon
	Track and Field	Track and Field		Ultimate Frisbee
	Triathlon	Triathlon		Volleyball
	Ultimate Frisbee	Ultimate Frisbee		Wrestling
	Volleyball	Volleyball		
	Wrestling	Wrestling		

Conditions other than Orthopedic	Non-Sport Patient Population
General Medical	General Medical
Central Virginia Family Physicians	Central Virginia Family Physicians
CVFP – LU Student Health Services	CVFP – LU Student Health Services
OrthoVirginia Physical Therapy – Lynchburg	OrthoVirginia Physical Therapy – Lynchburg

Year in ATP - Cohort	Fall Semester	Spring Semester
<b>Sophomore</b>	N/A	2 – 7-8 Week Clinical Education Experiences
<b>Junior</b>	1 – Semester Long Clinical Education Experience	1 – Semester Long Clinical Education Experience
<b>Junior (Gen. Med.)</b>	1 Week Clinical Education Experience for General Medical Conditions other than Orthopedic & Non-Sport Patient Populations – 20 hours minimum completed during either the Fall or Spring Semester of the Junior ATS Academic Year	
<b>Senior</b>	1 – Year-Long Clinical Education Experience	
<b>Senior (Gen. Med.)</b>	1 Week Clinical Education Experience for General Medical Conditions other than Orthopedic & Non-Sport Patient Populations – 20 hours minimum completed during either the Fall or Spring Semesters of the Senior ATS Academic Year	1 Week Clinical Education Experience for General Medical Non-Sport Patient Population (Physical Therapy) – 20 hours minimum completed during either the Fall or Spring Semesters of the Senior ATS Academic Year

**\*Junior and Senior AT Students will not be required to be at OR log hours for their respective assigned semester long or year-long Clinical Education Experience during the assigned week(s) required for completion of their General Medical: Conditions other than Orthopedic & Non-Sport Patient Populations!\***

## Clinical Preceptor Demographics/Contact Information

Preceptor	Clinical site	Address	Preceptor Contact Info
Yates, Matthew T.	DIII – Randolph College	Radford College RAD Center - Athletic Training Facility 2500 - Rivermont Ave. Lynchburg, VA 24503	o- (434) 947 – 8338 myates@randolphcollege.edu
Joseph Collins	DIII – Randolph College	Radford College RAD Center - Athletic Training Facility 2500 - Rivermont Ave. Lynchburg, VA 24503	o- (434) 947 – 8338 jcollins@randolphcollege.edu
Daidone, Elizabeth	DIII – Randolph College	Radford College RAD Center - Athletic Training Facility 2500 - Rivermont Ave. Lynchburg, VA 24503	o- (434) 947 – 8338 edaidone@randolphcollege.edu
Serrano, Devon F.	DIII – Sweet Briar College	Sweet Briar College - 134 Chapel Road; FAC 202 - (P.O. Box 87) - Sweet Briar, VA 24595	o- (434) 381 – 6358 dserrano@SBC.edu
Wesley, Caroline A.	DIII – University of Lynchburg	Univ. Lynchburg Turner Gymnasium - Athletic Training Facility - 1501 Lakeside Dr. - Lynchburg, VA 24503	o- (434) 544 – 8180 wesley_c@lynchburg.edu
Laura Hood	HS – Amherst County High School	Amherst County High School - Athletic Training Facility - 139 Lancer Lane - Amherst, VA 24521	o- (434) 946 – 2898 lhood@amherst.k12.va.us
Piatt, Breanne A.	HS – Brookville	Brookville High School - Athletic Training Facility - 100 Laxton Rd. - Lynchburg, VA 24502	o- (434) 239 – 2636 ext. 8515 bpiatt@campbell.k12.va.us
Armstrong, Jennifer L.	HS – E.C. Glass	E.C. Glass High School - Athletic Training Facility - 211 Memorial Ave. - Lynchburg VA 24501	o- (434) 515 – 5370 armstrongjl@lcsedu.net
Hallberg, Christopher T.	HS – Heritage	Heritage High School - Athletic Training Facility - 3101 Wards Ferry Rd. - Lynchburg, VA 24502	o- (434) 515 – 5400 hallbergct@lcsedu.net
Fisher, Gideon E.	HS – Liberty Christian Academy	Liberty Christian Academy (LCA) - Athletic Training Facility - 100 Mountain View Rd. - Lynchburg, VA 24502	o- (434) 832 – 2000 gefisher@liberty.edu
Lilley, Thomas J.	HS – Nelson County High School	Nelson County High School - Athletic Training Facility 6919 Thomas Nelson Hwy. - Lovingson, VA 22949	o- (434) 263 – 8317 ext. 2107 tlilley@nelson.k12.va.us
Hood, Cordell M.	HS – Staunton River High School	Staunton River High School - Athletic Training Facility - 1095 Golden Eagle Drive - Moneta, VA 24121	o- (540) 297 – 7151 cordell.hood@campbell.k12.va.us
Dutil, Lucas P.	HS – William Campbell Combined Schools	William Campbell Combined Schools - Athletic Training Facility - 474 William Campbell Drive - Naruna, VA 24576	o- (434) 376 – 2015 ldutil@campbell.k12.va.us
Fortier Kevin W.	LU Campus Recreation Director of Sports Medicine	LU Campus Recreation - Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 582 – 3197 kwfortier@liberty.edu

<b>Preceptor</b>	<b>Clinical site</b>	<b>Address</b>	<b>Preceptor Contact Info</b>
Witt, Angela C.	LU – Club Sports	LU Club Sports - Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 592 – 6390 awitt@liberty.edu
Campbell, Tiffany A.	LU – Club Sports	LU Club Sports - Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 582 – 2781 tcampbell38@liberty.edu
Lawrenson, Scott G.	LU – Assistant Athletic Director Sports Med. & Men's Tennis	LU Liberty Athletic Center - Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 592 – 6506 slawrenson@liberty.edu
Finke, Barry J.	LU – Football	LU Football Operations Center - Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 582 – 7046 bfinke@liberty.edu
O'Berry, Mary E.	LU – Football	LU Football Operations Center - Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 582 – 2744 mgoberry@liberty.edu
Kelenic, Kevin M.	LU – Track and Field & Cross Country	LU Indoor/Outdoor Track & Cross Country - Athletic Training Facilities - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 582 – 2451 kmkelenic@liberty.edu
Schreiner, Aaron E.	LU – Men's Basketball, Swimming, & Golf	LU Men's Basketball, Swimming, & Golf– Vines Center Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 592 – 4696 aschreiner@liberty.edu
Preusser, Daniel E.	LU – Baseball & Men's Soccer	LU Baseball & Men's Soccer - Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 582 – 2414 dpreusser@liberty.edu
Mancuso, Laura	LU – Women's Basketball & Cheerleading	LU Women's Basketball & Cheerleading - Vines Center Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 592 – 4702 lmancuso@liberty.edu
Carr, Maggie F.	LU – Softball & Women's Soccer	LU Softball/Women's Soccer - Athletic Training Facility - 1971 University Blvd. Lynchburg, VA 24515	o- (434) 582 – 2454 mlindsey@liberty.edu
Galley, Benjamin A.	LU – Women's Lacrosse & Field Hockey	LU Women's Lacrosse & Field Hockey – East Campus Fieldhouse Athletic Training Facility -1971 University Blvd. - Lynchburg, VA 24515	o- (434) 582 – 7458 bagalley@liberty.edu
Neeley, Shannon J.	LU - Women's Volleyball & Women's Tennis	LU Volleyball & Women's Tennis - Vines Center Athletic Training Facility - 1971 University Blvd. - Lynchburg, VA 24515	o- (434) 582 – 7457 sjamerson@liberty.edu
Kenney, Brandi (POC) & Mason, Lindy (POC)	Gen. Med. - Central Virginia Family Physicians	Central Virginia Family Practice - 1111 Corporate Park Dr. – Suite D - P.O. Box 307 - Forest, VA 24551	Kenney, B. – (434) 382 – 1121 bkenney@md-resource.com Mason, L. – (434) 382 –1425 lmason@md-resource.com
Wiley, Stephen C. (POC)	Gen. Med. - OrthoVirginia PT	OrthoVirginia Physical Therapy - 2405 Atherholt Road - Lynchburg, VA 24501	o- (434) 847 – 5866 steve.wiley@orthovirginia.com

## DOCUMENTATION/EVALUATIONS

Students and preceptors are responsible for completing documents and evaluations at the beginning, middle and end of each Clinical Education Experience. The table below indicates which and when each evaluation/document need to be completed.

Class – Academic Cohort	Beginning of Clinical Experiences	Middle of Clinical Experiences	End of Clinical Experiences
<b>Sophomore</b>	1. Clinical Education Experience Orientation Form	1. ATS self-evaluation 2. Preceptor evaluation of ATS	1. ATS self-evaluation 2. Preceptor evaluation of ATS 3. ATS evaluation of preceptor & clinical site 4. Reflection Paper
<b>Junior</b>	1. Clinical Education Experience Orientation Form	1. ATS self-evaluation 2. Preceptor evaluation of ATS	1. ATS self-evaluation 2. Preceptor evaluation of ATS 3. ATS evaluation of preceptor & clinical site 4. Reflection Paper
<b>Senior</b>	1. Clinical Education Experience Orientation Form	1. ATS self-evaluation 2. Preceptor evaluation of ATS	1. ATS self-evaluation 2. Preceptor evaluation of ATS 3. ATS evaluation of preceptor & clinical site 4. Reflection Paper

- All of the evaluations listed above are to be completed in E\*VALUE.
- Reflection papers are submitted to Blackboard.

### Clinical Education PATIENT ENCOUNTERS – CASE LOGS: Clinical Procedure Proficiencies

Each LU ATP ATS is strongly encouraged to accurately log ALL “**Assisted**”, “**Demonstrated**”, and/or “**Performed**” – Patient encounters/interactions occurring on/with actual patient populations at his/her various Clinical Education experiences. The **PATIENT ENCOUNTERS – CASE LOGS** logged by the ATS in E\*VALUE must be under the “**Direct Supervision**” of an LU ATP Clinical Preceptor throughout his/her assigned Clinical Education. Each ATS is required to log minimum of **EIGHTY (80)** “**Assisted**”, “**Demonstrated**”, and/or “**Performed**” – Interactions occurring on/with actual patient populations in E\*VALUE throughout his/her **Academic Year (Fall & Spring Semesters)** Clinical Education:

- Each ATS must have completed all **83 PATIENT ENCOUNTERS – CASE LOGS: Clinical Procedure Proficiencies** in order to successfully pass ATTR 421 and enable him/her to graduate from the LU ATP.
- During each Academic Semester – **18** of the required **40 PATIENT ENCOUNTERS – CASE LOGS: Clinical Procedure Proficiencies** are to be “NEW” – indicating that an Evaluation Form will be generated in E\*VALUE to be completed by his/her Clinical Preceptor.
- Each Junior and Senior ATS is required to log a minimum of **FORTY (40) PATIENT ENCOUNTERS – CASE LOGS: Clinical Procedure Proficiencies** during the Academic FALL SEMESTER.
  - **18 of the 40 required PATIENT ENCOUNTERS – CASE LOGS** must be “NEW” unless all **83 PATIENT ENCOUNTERS – CASE LOGS** have been completed with a minimum evaluation score of 80% by his/her Clinical Preceptor in order to successfully pass his/her respective Clinical Education Course.
- Each Sophomore, Junior, and Senior ATS is required to log a minimum of **FORTY (40) PATIENT ENCOUNTERS – CASE LOGS: Clinical Procedure Proficiencies** during the Academic SPRING SEMESTER.
  - **18 of the 40 required PATIENT ENCOUNTERS – CASE LOGS** must be “NEW” unless all **83 PATIENT ENCOUNTERS – CASE LOGS** have been completed with a minimum evaluation score of 80% by his/her Clinical Preceptor in order to successfully pass his/her respective Clinical Education Course.
  - **CHECK #1: 9 of the 20 required PATIENT ENCOUNTERS – CASE LOGS** must be “NEW” unless all **83 PATIENT ENCOUNTERS – CASE LOGS** have been completed with a minimum evaluation score of 80% by his/her Clinical Preceptor.
    - **DUE: MID-SEMESTER** on the Online E\*VALUE Program platform.
  - **CHECK #2: 9 of the 20 required PATIENT ENCOUNTERS – CASE LOGS** must be “NEW” unless all **83 PATIENT ENCOUNTERS – CASE LOGS** have been completed with a minimum evaluation score of 80% by his/her Clinical Preceptor.
    - **DUE: END-OF-THE-SEMESTER** on the Online E\*VALUE Program platform.

Each ATS is expected to include detailed “Notes” (SOAP Note – If applicable) on each of his/her logged **PATIENT ENCOUNTERS – CASE LOGS: Clinical Procedure Proficiencies** for his/her Clinical Preceptor to review prior to completing the CASE LOG Evaluations (GRADING RUBRICS) generated in E\*VALUE! Each ATS is expected to discuss his/her logged **PATIENT ENCOUNTERS – CASE LOGS** with his/her Clinical Preceptor prior to actually logging them in E\*VALUE!

- **PATIENT ENCOUNTERS – CASE LOGS** must be logged by LU ATP ATS within the FIVE (5) categories (listed below). CASE LOG Evaluations (GRADING RUBRICS) will be generated for each logged **PATIENT ENCOUNTERS – CASE LOGS** in E\*VALUE to be complete by his/her assigned/chosen Clinical Preceptor. E\*VALUE will continue to generate CASE LOG Evaluations (GRADING RUBRICS) to be complete by his/her assigned/chosen Clinical Preceptor until the ATS receives an 80% or greater Competency level in demonstrating/completing each logged **PATIENT ENCOUNTERS – CASE LOGS**.
  - “Acute Care of Injuries and illness (RECOG/MGMT)”
  - “Clinical Evaluation and Diagnosis (DX)”
  - “Health Care Administration and Professional Responsibilities”
  - “Injury and Illness Prevention and Wellness Promotion”
  - “Therapeutic Interventions-Treatment/Rehab. (TX)”

### **PATIENT ENCOUNTERS – CASE LOGS: Clinical Procedure Proficiencies**

Athletic training students log ALL “***Assisted***”, “***Demonstrated***”, and/or “***Performed***” patient interactions during his/her Clinical Education. The procedures for students logging/submitted **PATIENT ENCOUNTERS – CASE LOGS** is as follows:

1. LU ATP ATS will log/submit **PATIENT ENCOUNTERS – CASE LOGS** in E\*VALUE to be evaluated by his/her LU ATP Clinical Preceptor.
  - Indicated with a “***Completion Date***” electronic date stamped in E\*VALUE.
2. Upon the student’s successful submission of a **PATIENT ENCOUNTERS – CASE LOGS**, an evaluation rubric will be generated in E\*VALUE to be completed by the Clinical Preceptor.
  - Indicated with a “***Last Evaluator Update***” electronic date stamped in E\*VALUE.
3. The Clinical Preceptor will complete the E\*VALUE generated Evaluation Rubric on the **PATIENT ENCOUNTERS – CASE LOGS**.
4. The student will login to E\*VALUE and complete the “***Student Sign-Off***” with either “***Agree***” or “***Disagree***” on the completed **PATIENT ENCOUNTERS – CASE LOGS** Evaluation Rubric.
  - Indicated with “***Agreed***” or “***Disagreed***” and electronic date stamped in E\*VALUE.

### **CLINICAL HOURS REQUIREMENTS/EXPECTATIONS OF ATS**

Students are responsible for keeping track of the hours they spend at their Clinical Education Experience. It is the student’s responsibility to make sure he/she stays within the hour requirements set by the ATP. The minimum/maximum number of hours each ATS are allowed to complete are dependent upon their level in the ATP. ***\*(Refer to the “2019-2020 Clinical Education Monthly Hour Log Requirements” Table below.)***

Each student is expected to Clock In/Out daily in E\*VALUE. Monthly hour logs must be



recorded in E\*VALUE Time tracker by 12:00 PM on the first day of the following month. Hour logs turned in after 12:00 PM will be considered late. All verification of clinical hours are provided and verified monthly.

\*It is a CAATE requirement that every student must have a minimum of one day off in every seven-day period from Clinical Education Experiences.

\*Junior and Senior AT Students will not be required to be at OR log hours for their respective assigned semester long or year-long Clinical Education Experiences during the assigned week(s) required for completion of their General Medical: Conditions other than Orthopedic & Non-Sport Patient Populations!\*

**Liberty University Athletic Training Program  
2020-2021 Clinical Education Hour Log Requirements (BS)**

<b>*FALL Clinical Education Experiences (FALL Semester): 08/24/2020 – 11/25/2020.*</b>						
<b>*SPRING Clinical Education Experiences (SPRING Semester): 01/18/2021 – 05/05/2021.*</b>						
DUE	MONTH	Sophomores	Sophomores (Full Accept)		Juniors & Seniors	
DATE (Noon)		(Initial Accept)	Min.	Max.	Min.	Max.
10/7/2020	OCTOBER	30			112	150
11/25/2020	NOVEMBER	30			113	150
<b>FALL TOTALS</b>		<b>60</b>	<b>0</b>	<b>0</b>	<b>225</b>	<b>300</b>
3/8/2021	MARCH		75	112	112	150
5/5/2021	MAY		75	113	113	150
<b>SPRING TOTALS</b>		<b>0</b>	<b>150</b>	<b>225</b>	<b>225</b>	<b>300</b>
<b>Academic Year TOTALS</b>		<b>60</b>	<b>150</b>	<b>225</b>	<b>450</b>	<b>600</b>
<b>GEN. MED. Non-Sport</b>		<b>**20 Hours Minimum Throughout Junior Academic Year.** (Included)</b>				
<b>GEN. MED. Non-Sport</b>		<b>**20 Hours Minimum Throughout Senior Academic Year.** (Included)</b>				
<b>GEN. MED.</b>		<b>**20 Hours Minimum Throughout Senior Academic Year.** (Included)</b>				

**ADDITIONAL CLINICAL HOURS POLICY**

Hours accruing above the maximum must have prior approval. Please refer to the application for additional clinical education hours form found in Appendix A.

**PRE-SEASON AND HOLIDAY BREAK POLICY**

All students are encouraged to take advantage of every educational opportunity that are

provided to them in the clinical setting. Students are strongly encouraged to participate, under the direct supervision of a Preceptor, in pre-season training camps and/or practices/games that occur over holiday breaks. The hours spent assisting Preceptors during preseason training camps and holiday breaks will not be included towards your clinical hour requirement.

### **STUDENT OUTSIDE EMPLOYMENT POLICY**

It is strongly recommended that students seek other opportunities to obtain funding to support their schooling prior to pursuing outside employment. Students are permitted to pursue employment opportunities (on and off campus) provided the work does not interfere with regular academic responsibilities, including the clinical education component. Furthermore, students are not allowed to receive any payment for clinical education, excluding scholarship. If issues concerning outside employment arise between the Preceptor and ATS, the clinical coordinator will meet with both Preceptor and ATS in an attempt to resolve the problem. Students in the ATP must understand their Clinical Education Experience takes priority over their outside employment.

### **PARTICIPATION IN ATHLETICS/EXTRACURRICULAR ACTIVITIES**

Participation in the required clinical education experiences involves a great deal of time outside of the classroom. Due to the nature/rigor of clinical education, participation in NCAA Athletics and Division I Club Sports is prohibited. Division II Club Sports participation is strongly discouraged due to the time commitment of the educational and clinical learning environments. Students in the ATP must understand their educational and clinical requirements takes priority over their extracurricular activities.

### **ABSENCES FROM CLINICAL EDUCATION**

Clinical education is an essential and vital aspect of the student's education. Clinical education involves clinical course requirements that bear the same weight and student responsibility as do the didactic/laboratory courses. LU ATSS should observe all the following procedures:

- ATSS are expected to be in attendance, participate, and be engaged fully at their Clinical Education Experiences at all times unless they have already reached their maximum number of hours or have been excused by their Preceptor.
- Please follow the injury and illness policy, in addition to the communicable disease policy for excused absences.
- Clinical education requirements/clinical experiences are part of the Clinical Education courses and takes precedents. At no time are ATS excused from their assigned Clinical Education Experiences unless approved by the Preceptor and clinical coordinator.
- Student performance in their Clinical Education Experiences will directly impact the grades they earn in the Clinical Education courses (I, II, III, IV, or V). Students must complete all clinical educational requirements as stated in course syllabi.

- Students must provide Preceptors with at least **48 hours** advance notice of a planned absence, except for emergencies.
- Any ATS not following these procedures will be subject to the disciplinary action policy.

### **ELECTRONIC DEVICE USE**

Student's personal cell phones and other electronic devices are strictly for purposes related to clinical education: Emergencies, learning aids, journal articles, videos of AT related content/skills, and communicating with preceptors or other students are encouraged. Cell phones should not be used for social media, games, long texting conversations with friends, etc.

### **DISABILITY STATEMENT**

Liberty ATs with a documented disability may contact the Office of Disability Academic Support (ODAS) in DeMoss Hall 1118 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (DeMoss Hall 1036) is the officially designated place for all tests administered outside of the regular classroom.

### **SEXUAL HARRASSMENT, DISCRIMINATION, AND ASSAULT**

Liberty University is committed to providing students and employees with an environment free from all forms of sex-based discrimination, which can include acts of sexual violence, sexual misconduct and disrespect for one another. Non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, and stalking are all prohibited at Liberty University. All members of the Liberty University community are expected to treat everyone with a spirit of Christian love, mutual respect, and individual dignity. If a student feels they have been a victim of any Title IX discrimination, they can contact the Office of Title IX at [TitleIX@liberty.edu](mailto:TitleIX@liberty.edu). See the link below for more details: [http://www.liberty.edu/media/1226/Sexual Assault Policies Title IX.pdf](http://www.liberty.edu/media/1226/Sexual_Assault_Policies_Title_IX.pdf)

### **SOCIAL MEDIA POLICY**

Athletic Training Students are prohibited from posting any material on social media pertaining to patients with whom the students have interacted while enrolled in the Athletic Training Program (ATP) at Liberty University (LU). Furthermore, any posts that violate patient confidentiality, or that affect the integrity of LU, LU personnel, academic programs within the LU School of Health Sciences, supervised clinical sites, and any other healthcare providers or staff members associated with affiliated organizations will constitute a violation of this policy.

Prohibited posting will include, but are not limited to: patient name, protected patient

health information (including physical and mental health, location of care, form of payments, and specific details to interactions with the patient or any information that could potentially lead to the identification of the patient even if a name was not provided such as the nature of care & treatments rendered, patient participation or playing status, role or position of patient within the team or organization) and derogatory statements towards staff members, healthcare providers or specific healthcare facilities.

Social media includes, but is not limited to; collaborative projects (i.e. Wikipedia), blogs (i.e. Twitter), social networking sites (i.e. Facebook, Google+, MySpace), content communities (i.e. YouTube), virtual social worlds (i.e. Second Life), virtual game worlds (i.e. World of Warcraft), podcasts, and online discussion forums. Any students in violation of this policy will face immediate action consistent with the LU Athletic Training Program Policies and Procedures Handbook/Manuals, the LU Department of Health Professions, the LU School of Health Sciences, and the LU Student Code of Conduct – *The Liberty Way*.

### **ATS RELATIONSHIPS**

The ATS will interact with other members of the medical community and athletic department both in and outside of the clinical site. In order to avoid professional or personal conflicts within these settings, it is helpful to know the limits of this interaction. The following are brief guidelines to use in dealing with others in the course of your experience as an ATS:

#### **ATS to Preceptor(s):**

- The Preceptor is the ultimate authority at the clinical site.
- The Preceptor's orders/requests are to be carried out as promptly as possible.
- Pertinent questions to the Preceptor are acceptable and encouraged. Ask, but do not challenge.
- Any conflicts are to be directed to the supervising Preceptor first with written notification to the Clinical Coordinator.

#### **ATS to Physicians:**

- The physicians are the ultimate medical authority regarding a patient's care.
- Interact with the physician by asking professional and appropriate questions.
- Preceptors are responsible for all patient referrals to the physicians.

#### **ATS to Coaches:**

- Students are encouraged to build a strong professional relationship with the coaches they interact with during their Clinical Education Experiences.
- The student's primary responsibility is the health and wellbeing of the patients they encounter within their assigned Clinical Education Experiences. Coaches should not influence the health care provided to patients.
- Students will never determine patient's participation status; refer the coach to the Preceptor.
- Any conflicts or changes in the professional relationship that arise between students and athletics personnel should be brought to the attention of the supervising Preceptor immediately. It will be the supervising Preceptor's

responsibility to resolve such situations; however, the supervising Preceptor will notify the Clinical Education Coordinator and/or Program Director of such issues.

- It is inappropriate for a member of the athletics department to approach a student about entering into a social, romantic or sexual relationship. If approached, the student is should decline and refer to the Sexual Harassment Policy

### **ATS to Patients:**

- Treat all patients equally regardless of race, religion, color, national origin, sex, age, disability, sexual orientation, or status as a veteran.
- Relationships with patients must remain professional at all times. ***Inappropriate behavior will not be tolerated.***
- Clearly defined boundaries between patients and ATS must be established and maintained at all times.
- IF an ATS is in an existing relationship that involves an athlete at a clinical site the ATP Program Director and Clinical Coordinator must be made aware of all such relationships immediately. The ATP will take appropriate actions as deemed necessary to maintain an optimal educational and clinical learning environment for each ATS.
- Refer the patient to the Preceptor if he/she has a question you can't answer. Do not speculate.
- If any problems arise with a patient, refer the problem to the supervising Preceptor
- AT Students are expected to read and sign the *ATS Acceptable Patient Interaction Agreement* (Appendices C)

### **ATS to ATS:**

- Treat one another with respect and a professional attitude.
- Share the assigned clinical work, always do your part.
- Be fruitful with less experienced ATS.
- Be constructive in your criticism, helpful in your comments. Not all criticism or comments are appropriate in all settings. Avoid criticism in the presence of athletes, coaches, or patients.
- Refer conflicts to the supervising Preceptor.

### **ATS to the Media:**

- Students are expected to demonstrate professionalism at all times.
- Students are not allowed under the *ATS Confidentiality Agreement* to discuss any patient information with anyone outside the direct supervision of their preceptor(s).
- All questions referring to the medical concerns of a patient should be directed to their supervising preceptor.

## **PERSONNEL GRIEVANCES**

In the event that an ATS has a grievance against faculty, staff, preceptor, or fellow

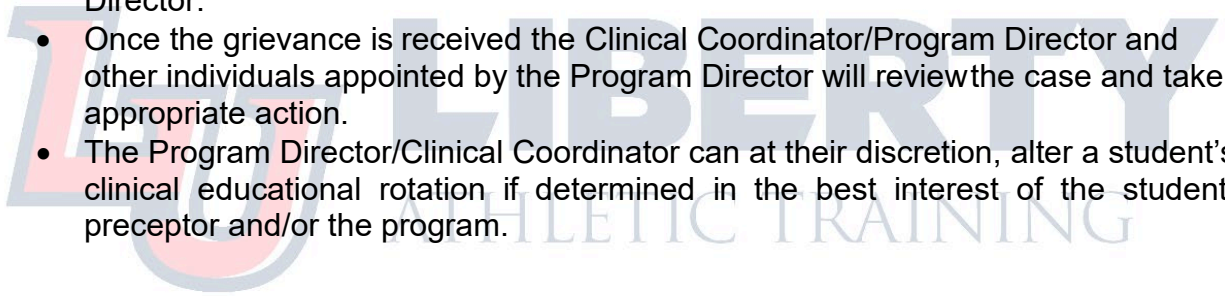
student the following guidelines should be utilized:

**Criteria for grievance:**

- Harassment
- Unfair practices
- Dishonesty
- Lack of professionalism
- Other

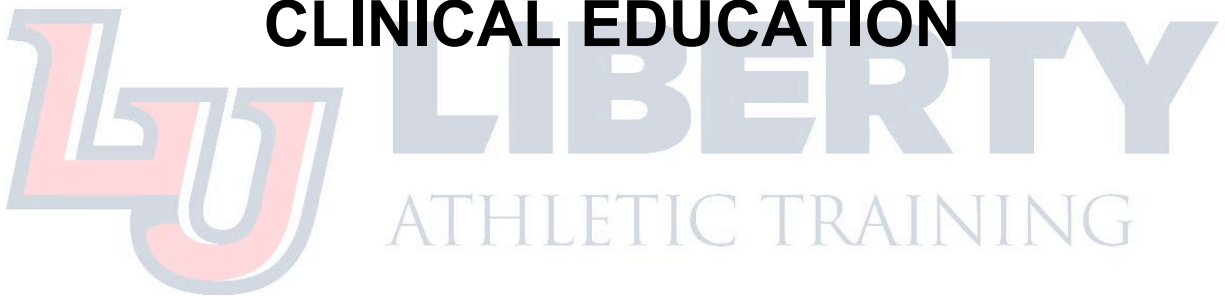
**Procedures:**

- Students are asked to follow the “Matthew 18 principal” regarding confronting individuals who you have a conflict (grievance) with so that you can assure that there is not some form of miscommunication.
- Try to work out the grievance with the individual.
- If the problem cannot be resolved, inform the individual that you are planning on filing a grievance.
- Notification of grievance should be submitted to the Clinical Coordinator through LU email account detailing the grievance. In the event the grievance is against the clinical coordinator submit the documentation though email to the Program Director.
- Once the grievance is received the Clinical Coordinator/Program Director and other individuals appointed by the Program Director will review the case and take appropriate action.
- The Program Director/Clinical Coordinator can at their discretion, alter a student’s clinical educational rotation if determined in the best interest of the student, preceptor and/or the program.



# APPENDIX A

## CLINICAL EDUCATION



**LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM**  
**General Medical/Non-Sport Clinical Education Experience Hour Log Form**

LU ATP ATS's Name: \_\_\_\_\_ Course #: ATTR \_\_\_\_\_

Clinical Preceptor's Name: \_\_\_\_\_ Clinical Site Location: \_\_\_\_\_

DATE	CLINICAL SETTING	ACTIVITY	TIME IN	TIME OUT	RUNNING HOURS TOTAL

**TOTAL General Medical/Non-Sport Patient Populations Clinical Ed. Hours:** \_\_\_\_\_

\*\*\*\*\*

**LU ATP Athletic Training Student:** Providing your Legal Signature below confirms that you have accurately reported and successfully completed the above listed hours (minimum 20 hours total required) for your LU ATP ATS General Medical/Non-Sport Patient Populations Clinical Education Experiences.

**LU ATP ATS Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_\_

**LU ATP Clinical Preceptor – Health Care Provider/Professional:** Providing your Legal Signature below confirms that you are in full agreement with and validate the above listed hours provided by this LU ATP ATS for their General Medical/Non-Sport Patient Populations Clinical Education Experiences.

**LU CP Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_\_

**LU CP Printed Name & Credentials:** \_\_\_\_\_



**LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM**  
**Application for Additional Clinical Education Experience Hours**

The Liberty University Athletic Training Program (LU ATP) offers Athletic Training Students (ATS) an opportunity to gain additional clinical hours if they meet the established criterion. Students are eligible to apply for additional clinical education experiences hours every semester. This request would be for additional hours above and beyond the maximum semester hour requirements set forth by the LU ATP. Students submitting this request must remain in “**Good Standing**” with the LU ATP to obtain additional clinical education experience hours. Being on “remediation, probation, suspension, or poor academic course attendance” would end a student’s eligibility for additional clinical education experience hours.

\*Please complete the following “**Application for Additional Clinical Education Experience Hours**” to be submitted and considered for approval by the LU ATP Program Director, Clinical Education Coordinator, and/or Faculty. **\*(FALL SEMESTER by October 15<sup>th</sup> & SPRING SEMESTER by March 15<sup>th</sup>)\***

LU ATP ATS Name: _____	LU #: _____
Semester (check one): <input type="checkbox"/> FALL <input type="checkbox"/> SPRING	Year: <u>  20  </u> – <u>  20  </u>
Current Semester GPA: _____	Current Overall GPA: _____
Number of Course Credit Hours taking this Semester: _____	
Are you currently in “ <i>Good Standing</i> ” status with the LU ATP?: <input type="checkbox"/> YES or <input type="checkbox"/> NO	
Have you been on probation or required to complete remediation in any courses in the past or current semester?: <input type="checkbox"/> YES or <input type="checkbox"/> NO – If yes, please provided further information/specific details.	
Current Clinical Education Assignment: _____	
Current Clinical Education Clinical Preceptor: _____	
Number of Additional Hours Requesting (above max. hours per Month & Semester): _____ per Month                      &                      _____ per Semester	

**What are the specific goals you are trying to accomplish/achieve with these additional hours? (List 3 – 5 SMART Goals)**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

**Explain in detail, how you will plan to manage/balance your academic course requirements and additional Clinical Education Experience Hours responsibilities?**

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

\*\*\*\*\*

**LU ATP Athletic Training Student:** I understand by submitting this Application for Additional Clinical Education Experiences Hours”, that I will continue to accurately document/log ALL my Clinical Education Experience Hours in E\*VALUE through Time Tracker (“Clock-IN” and “Clock-OUT”). I will identify any approved additional hours with the notation “**VOLUNTARY Clinical Education Experience Hours**” in the “*Note Box*” located in Time Tracker on E\*VALUE. I will maintain my “**Good Standing**” status within my Academic Coursework requirements and Clinical Education Experience responsibilities while completing approved additional hours. I understand that the LU ATP Faculty will continually review my academic coursework and clinical education performances and that they can decrease or eliminate the approved additional hours if I do not maintain LU ATP expectations in completing my requirements/responsibilities.

\_\_\_\_\_  
**LU ATP Athletic Training Student Legal Signature:** Date: \_\_\_\_/\_\_\_\_/20

\_\_\_\_\_  
**LU ATP Athletic Training Student Printed Full Name:**

\*\*\*\*\*

**LU ATP Clinical Preceptor – Health Care Provider/Professional:** Providing your Legal Signature below confirms your agreement with and allows this Athletic Training Student to complete additional Clinical Education Hours with you at your clinical site. Your signature also indicates that the LU ATP ATS has fully discussed his/her specific goals and how they will obtain each of those goals with you.

\_\_\_\_\_  
**LU Clinical Preceptor Legal Signature:** Date: \_\_\_\_/\_\_\_\_/20

\_\_\_\_\_  
**LU Clinical Preceptor Printed Full Name & Credentials:**

\*\*\*\*\*

<p><b>LU Athletic Training Program Use Only</b></p> <p>Approved: _____ OR Denied: _____ Review Date(s): ____/____/20</p> <p>Reason(s): _____</p> <p>_____ Date: ____/____/20</p> <p><b>LU ATP Program Director, Clinical Coordinator, and/or Faculty Legal Signature(s):</b></p>
--

## **Athletic Training Program Athletic Training Students Clinical Education Evaluation forms**

Athletic training students are required to follow the clinical integration courses which outline the timelines for turning in program forms. These forms are listed below and are available on EValue.net.

- 1 Clinical Rotation Orientation Form
- 2 Clinical Preceptor Evaluation
- 3 Clinical Self-Evaluation
- 4 ATP Evaluation of Clinical Preceptor/Clinical Site
- 5 Clinical Site/Clinical Preceptor Visitation Evaluation Form
- 6 ATP Clinical Preceptor Self-Evaluation Form



- Altavista High School
- Amherst County High School
- Brookville High School – Campbell County Public Schools
- E.G. Glass High School – Lynchburg City Public Schools
- Heritage High School – Lynchburg City Public Schools
- Jefferson Forest High School – Bedford County Public Schools
- Liberty Christian Academy High School (LCA)
- Nelson County High School
- OrthoVirginia Physical Therapy
- Staunton River High School – Bedford County Public Schools
- Sweet Briar College
- Randolph College
- Rustburg High School – Campbell County Public Schools
- University of Lynchburg (Lynchburg College)
- William Campbell High School – Campbell County Public Schools

## **APPENDIX B**

### **TECHNICAL STANDARDS FOR ADMISSIONS**



**LIBERTY**  
ATHLETIC TRAINING

## **LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM**

### **TECHNICAL STANDARDS FOR ADMISSION**

The ATP at Liberty University 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 ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of a professional athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education Programs). All students admitted to the Athletic Training Educational Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the 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.

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

Liberty University's Office of Disability and Academic Support will evaluate a student who states he or 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 or she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review a 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 listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

**Legal Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_\_

**(Printed Name):** \_\_\_\_\_

**Alternative statement for students requesting accommodations:**

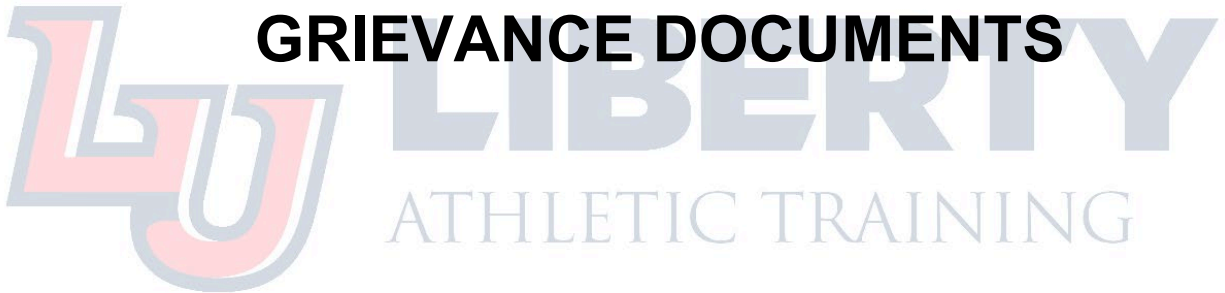
I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact Liberty University's Office of Disability Academic Support to determine what accommodations 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.

**Legal Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_\_

**(Printed Name):** \_\_\_\_\_

## **APPENDIX C**

### **ATS PATIENT INTERACTION, CONFIDENTIALITY, FERPA, AND GRIEVANCE DOCUMENTS**



**LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM**  
**ATS Acceptable Patient Interaction Agreement Form**

Examples of misconduct which will result in disciplinary action and possibly dismissal:

- Extending any athletic training care or services outside supervised clinical education time.
- Providing personal information such as contact information to any patient.
- Engaging in social media forums with patients or about anything related to being an ATS.
- Engaging in social media forums in any manner that reflects negatively on the profession, program, and/or university.
- Engaging in social media forums about the ATP, ATP members, or patients.

**ATS RELATIONSHIPS WITH PATIENTS**

- Clearly defined boundaries between patients and ATS must be established and maintained at all times
- Maintaining professional working relationships at all times with athletes/patients is expected by all Athletic Training Students regardless of the fact that these may be peers and classmates.
- Avoid all types of relationships with patients. This is termed fraternizing. Disciplinary action should be expected for those in violation.
- ATSs will be subject to dismissal for any conduct (inside or outside the ATP) or associated conduct that affects their performance as an athletic training student, interferes with a Clinical Education Experience, or adversely impacts any other ATP member. There is to be NO EVIDENCE (witnessed or reported) of any relationships falling into this category. Verifiable actions such as social media, socializing, flirting, and patient favoritism negatively reflects upon the ATP and will not be tolerated.
- ATS have privileged access to a specialized population. Using the clinical assignment as a social portal in any form or fashion will not be tolerated and the ATS will be subject to permanent dismissal.
- Never discuss a patient's injury or injury status with anyone other than the patient, preceptor or the medical staff as permitted by HIPAA. Under no circumstances is a patient's status to be discussed with other outside the medical/clinical staff. Anything shared by a patient is part of medical confidentiality. All Athletic Training Students must adhere to all Federal HIPAA regulations or will be disciplined accordingly by the program and/or by Federal authorities. Whatever is seen or heard in any clinical education site remains in with the clinical education site.
- Athletic Training students that are known to have knowledge of inappropriate conduct of another ATS may be subject to the same disciplinary consequences as the individual committing the infraction.

**LU ATP Athletic Training Student:** Providing your printed name and Legal Signature below confirms that you have completed read, fully understand, and are in full agreement with upholding the above ATS Acceptable Patient Interaction Policy.

**LU ATP ATS Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_\_

**(Printed Name):** \_\_\_\_\_



**LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM**  
**ATS Confidentiality Agreement**

Confidentiality about medical or personal information gained concerning a student-athlete or patient during a visit for health care is of highest priority. It is critical that all ATSS who provide health care services honor and support this commitment to strict confidentiality. Failure to do so may result in legal litigation and serious discipline, including possible elimination of all activity associated with the Liberty University Athletic Training Education Program.

Medical/personal information is defined to include the student-athletes or patient's name, treatment(s), injury diagnosis or other health conditions, and any academic or personal information gained during association through the Liberty University Athletic Department or any other affiliated clinical site. Revealing any portion or part of a student-athlete's or patient's health record, revealing or discussing any material pertaining to the student-athlete whether medical or personal, will be construed a breach of confidentiality.

Any information gained about a student-athlete or patient, including knowledge of medical treatment in the Liberty University Athletic Training rooms or any other affiliated clinical site, must not be shared with anyone outside of the supervising certified Athletic Training staff. Furthermore, individuals should not acknowledge they know any privileged information unless the student-athlete or patient initiates that conversation, whether in the Athletic Training room or a social setting. In addition, personal information regarding a student-athlete or patient should not be shared with a third party under any circumstances. This is to protect the student-athlete from unwanted intrusion. If the ATS has any question about what is confidential, it should be assumed that information is protected until cleared by the supervising Preceptor.

By signing this agreement, I, the ATS, acknowledge that I have read this agreement and will protect the confidentiality of every student-athlete. I also understand that violation of confidentiality is grounds for immediate dismissal.

**LU ATP ATS Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_

**(Printed Name):** \_\_\_\_\_

**LU Witness Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_

**(Printed Name):** \_\_\_\_\_

## **FERPA Policy and Release Information**

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

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements regarding the privacy of student records. FERPA governs the *release* of these records (known as education records) maintained by an educational institution, as well as the *access* to these records.

It is the policy of Liberty University, in accordance with the Family Educational Rights and Privacy Act (FERPA), to withhold personally identifiable information contained in our students' educational records unless the student has consented to disclosure through Liberty's **FERPA Personal Identification Number (PIN) system**. Directory information, which is not generally considered harmful or an invasion of privacy if disclosed, may be disclosed to the public. However, private information, such as grades, class schedules, the student's account, and financial aid awards may not be released without express consent from the student.

Using Liberty's **FERPA PIN system**, the student may grant permission to release some or all private information to persons in which he or she designates. This can be accessed through the student's ASIST account. Go to the General Information tab on ASIST, and then select the FERPA Personal Identification Number menu option. Please read the standards below to understand the role of Liberty University and the student.

Liberty abides by the FERPA guidelines outlined by the U.S. Department of Education, for further information in regards to this act please refer to their [official FAQ page](#).

### **Notification of Rights under FERPA for Liberty University**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older and attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day Liberty University receives a request for access. A student should submit to the registrar's office (in person or at [registrar@liberty.edu](mailto:registrar@liberty.edu) [this must be submitted through your Liberty University email account]) a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected, or will email the requested documentation to the student. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Liberty University to amend a record should write the registrar's office, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the Liberty University registrar's office decides not to amend the record as requested, Liberty University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before Liberty University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Liberty University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically includes a person employed by Liberty University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Liberty University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Liberty University.

Note: Upon request, Liberty University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Liberty University intends to forward those records upon request without notification to the student.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Liberty University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of  
Education 400  
Maryland Avenue, SW  
Washington, DC 20202

See the list below of the disclosures that postsecondary institutions *may* make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

To other school officials, including teachers, within Liberty University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

### **How to Request to View a Copy of a Document from your File at Liberty University**

**Protection under the Family Educational Rights and Privacy Act affords a student the right to view his or her educational records at Liberty University. The process to do so is as follows:**

- A student may request to view an item from his or her file in three different ways:
  - by emailing the request from your Liberty email account to [registrar@liberty.edu](mailto:registrar@liberty.edu)
  - by mailing a written request to the Registrar's Office with your signature
  - by coming to the Registrar's Office window and filling out a File Request form
- Liberty will normally supply the requested document(s) to the student within two business days. A copy of the document will normally be provided to the student in the same fashion as it was requested
- There are certain items in which Liberty will not supply a copy without a special exception granted by the Registrar (i.e. transcripts from other institutions. It's expected that if a student needs a copy of a transcript from another institution that they will request it from the institution itself).

### **Important Notes:**

- An email request from an address other than your Liberty account will be returned to you unfulfilled. It must come from your Liberty account.
- Please be specific as to the document(s) you would like to view when making your request
- While an individual who knows a student's FERPA PIN may view confidential records within a student's file, copies of documents will not be released to anyone other than the student.

## **LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM GRIEVANCE POLICY**

### **Conduct and Grievances**

Professions are founded on ethics, integrity, honesty and trust. These qualities are sought in the AT program students. ATS students are held to high standards of personal and professional conduct, ethics, morality and character because of the high expectations of the faculty, administration, their patients, and society.

You cannot legislate morality, as has been demonstrated since recorded history. Our core values, ethics, and morality are displayed by what we do when we think no one is watching. It is the individual's sense of right and wrong, their sense of responsibility, and their consequence that ultimately guides their action. As ATS students within the AT program, each individual is responsible for his or her own conduct. Additionally, it is not the responsibility of the program to regulate or monitor actions. The AT program students are responsible to live and act professional to the best of their ability as individuals exemplifying the expectations of the program and their peers.

More information is available by contacting the [Office of Student Services](#).

### **Non-Academic Related Grievance(s)**

Any ATS students has the right to seek redress of a grievance with immunity from disciplinary action or retaliation without regard as to the sex, gender, race, religion, disability, color, creed, ethnic, or national origin as included in the regulations of Title VI, Title IX, the Americans with Disabilities Act and section 504 of the Rehabilitation Act.

Student must first fill out a [grievance hearing request form](#). Then, for an AT student to address a grievance, he or she must utilize the following procedures:

- The AT student will present the grievance to the Program Director. If the program director cannot affect a resolution to the problem, the ATS students may then consult with the Office of Admissions and Student Services.
- The Director of Admissions and Student Services will hear the grievance.
- If a satisfactory solution cannot be achieved, the AT student will be advised to prepare a written, signed request, setting forth the grievance and requesting a hearing with the Student Progress Committee (SPC).
- Copies of appropriate and relevant documentation must be appended to this request, which will include a statement to redress the ATS students' requests.
- The ATS students will submit the request to the Office of Admissions and Student Services, who will present it to the Chairperson of the SPC.
- The Chairperson of the SPC shall convene the committee after receipt of a written request.

- The ATS students will be notified in advance of the date, time, and place of the meeting.
- The meeting shall be internal, private, and closed to non-University persons. Non-University personnel are not available for consultation during these meetings. Legal representation or any other form of representation is prohibited during the hearing. At the meeting of the SPC, the ATS students will be afforded a full and fair opportunity to present the grievance and to respond to relevant questions posed by members of the committee.
- The Committee will, after deliberation, make a recommendation to the Dean.
- Following receipt of the Committee's recommendation, the Dean or his designee will advise the ATS students, in writing, delivered by either certified mail or in person, of the action taken to resolve the grievance.
- If the ATS students is still not satisfied, he or she may request an additional review by the Appeals Board. This request must be made in writing and delivered to the Dean within 10 days of the date of the letter advising the ATS students of the grievance resolution. The request must specify additional relevant facts, which were not presented to the SPC and must state the specific redress desired.
- The AT PROGRAM Appeals Board will conduct a review. The decision of the Appeals Board shall be final with no official recourse or available appeal.



**APPENDIX D**  
**ATS SUPERVISION DOCUMENT**





**LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM**  
**ATS – Supervision Document**

**Supervision** – Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student’s knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

**Unsupervised** - Any clinical education in which the ATS is acting without the physical presence of a Preceptor.

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

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

**Simulation:** An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

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

**The ATS may not:**

- Be considered a “first responder” or “first aid provider” for an LU ATP sponsored event (LU athletics, local high school event, or clinic).
- Travel with any athletic team without a preceptor present.
- Initiate, plan or progress a rehabilitation plan without preceptor/supervision.
- Use electrical or ultrasound modalities without preceptor/supervision.
- Conduct a full, new evaluation of an injury without preceptor/supervision.
- Make a return-to-play decision without preceptor/supervision.

I have read, fully understand, and agree to adhere to the definitions and ATS responsibilities listed above.

**LU ATP ATS Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_

**(Printed Name):** \_\_\_\_\_

**LU Witness Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_

**(Printed Name):** \_\_\_\_\_

## **APPENDIX E**

### **PROFESSIONAL WEBSITE LINKS**



## ATHLETIC TRAINING PROFESSIONAL WEBSITES

**Athletic Training Program Website:**

<https://www.liberty.edu/academics/healthsciences/healthprofessions/index.cfm?PID=85>

**Board of Certification (BOC) Standards of Professional Practice:**

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

**Liberty University (LU) Sexual Harassment Reporting Link:**

[TitleX@liberty.edu](mailto:TitleX@liberty.edu)

**National Athletic Trainers' Association (NATA) Athletic Training State Regulatory Boards**

<http://members.nata.org/gov/state/regulatory-boards/map.cfm>

**NATA Code of Ethics:**

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

**NATA Home Page:**

<https://www.nata.org/>

**NATA Membership Join or Renew:**

<https://www.nata.org/membership/about-membership/join-or-renew>

**NATA Membership Standards and Sanctions:**

<https://www.nata.org/membership/about-membership/member-resources/membership-standards>

**National Provider Identifier Number (NPI #):**

<https://nppes.cms.hhs.gov/#/>

<https://npiregistry.cms.hhs.gov/>

**Regulations Governing the Virginia Licensure of Athletic Trainers (see middle of page):**

[https://www.dhp.virginia.gov/medicine/medicine\\_laws\\_regs.htm](https://www.dhp.virginia.gov/medicine/medicine_laws_regs.htm)

**Relevant Athletic Trainer Laws cited from the Code of VA (with links to each section):**

<https://www.nata.org/sites/default/files/virginia-act.pdf>

**Virginia Board of Medicine – VA Department of Health Professions – Athletic Training Advisory Board (To start State Licensure)**

<https://www.dhp.virginia.gov/medicine/advisory/at/>

[https://www.dhp.virginia.gov/medicine/medicine\\_forms.htm](https://www.dhp.virginia.gov/medicine/medicine_forms.htm)

## **APENDIX F**

### **NATA SEXUAL HARASSMENT POLICY**



**LIBERTY**

ATHLETIC TRAINING

## **Sexual Harassment**

**(From the brochure created by the NATA Women in Athletic Training Committee.)**

### **What Every Athletic Trainer Should Know**

Most athletic trainers work in environments where physical contact, competition, and pressure for opportunities are intense, and where failure often has quick consequences for athletes and those who work with them. The potential for sexual harassment is high in environments such as these.

Sexual harassment is not just a problem for its victims. Anyone responsible for workplace decisions or employee supervision is responsible for understanding and preventing sexual harassment and may be held liable for failing to do so. Sexual harassment includes much more than most people think.

This brochure provides general summaries of what sexual harassment is, what athletic trainers' responsibilities are, what victims can do, and where NATA stands. Laws, regulations and case law vary by jurisdiction and change over time - this brochure does not provide individual legal guidance and is no substitute for knowing the law in your area.

### **What is Sexual Harassment?**

Sexual Harassment is any form of unwelcome conduct based on a victim's gender. There are two basic types. Most people understand the first type, quid pro quo, in which the victim is promised some kind of benefit, is threatened or fears some kind of harm in exchange for sexual favors. Sexual favors include requests for dates and social events as well as requests for any kind of sexual touching.

The second type of harassment, hostile environment harassment, is more commonly alleged and does not require any threat or promise of benefit: sexual harassment occurs if a harasser by his or her conduct or failure to act creates or allows a hostile, offensive or intimidating environment. An environment may be hostile even if no touching occurs; jokes, pictures, innuendo, comments about a person's body or appearance, sexual remarks about others, gestures and looks, and even more subtle collections of practices may create one.

### **What responsibility does an athletic trainer have for sexual harassment?**

If an athletic trainer is an employer, is a manager of employees, or is a person responsible for workplace policies, he or she has a variety of responsibilities to attempt to prevent sexual harassment and to deal properly with it when it happens. These responsibilities have been growing rapidly in recent years and athletic trainers are cautioned to stay well informed of their legal responsibilities.

An employer could be liable for sexual harassment of the quid pro quo type even if it had no knowledge of the harassment, and even if the victim did not object and suffered no harm. An employer may be liable for hostile environment harassment if it knew of the harassment, took insufficient action to stop it, or had no effective means in place for reporting, investigating or remedying the harassment (with no adverse consequences for the victim).

An employer is generally responsible for trying to prevent and police harassment against employees from any source, not just from other employees. This means that employees must be protected against harassment from athletes, coaches, fans, customers, vendors, doctors, athletic trainers and others, to the extent possible.

Courts increasingly determine whether harassment against women occurred based on whether a reasonable woman (not a reasonable man) might feel threatened or harassed.

### **What can a victim do?**

A person can be a victim of sexual harassment if she or he is the target of the harassment, if she or he is harmed because someone else is a target (for example, if someone else gets preferred treatment), or if she or he works in a sexually hostile environment.

Appropriate actions will vary greatly with the situation and governing laws and policies. A person may feel victimized or ill-treated and not legally be a victim of sexual harassment; so (1) becoming informed, (2) keeping proper records, and (3) acting calmly are generally prudent. Employers are legally expected to have and publish investigation and protection procedures for victims. The law requires that employers (1) act promptly, (2) take all complaints seriously, (3) document the investigation, (4) conduct all interviews privately and confidentially, and (5) prevent avoidable harm to the victim. Many employers make available same-gender representation and alternative reporting channels. Victims should investigate their internal options.

Victims often have a variety of legal courses of action in addition to internal procedures including breach of contract, workman's compensation claims, common law tort actions, state and federal statutory claims, and EEOC or other regulatory agency actions. Expert advice, not just the impassioned views of friends and relatives, should be sought. Keeping proper records increases a victim's options and chances of positive resolution. Non-legal resolutions should be analyzed as well.

### **Where does the NATA stand?**

Sexual harassment violates the NATA's Code of Ethics and can be grounds for sanctions, including termination of membership.

#### **NATA Code of Ethics Principle 1:**

Members shall respect the rights, welfare and dignity of all individuals.

#### **Principle 2:**

Members shall comply with the laws and regulations governing the practice of Athletic Training.

#### **Principle 3:**

Members shall accept responsibility for the exercise of sound judgment.

#### **Principle 4:**

Members shall maintain and promote high standards in the promotion of services.

#### **Principle 5:**

Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

### **Know your rights**

Inquire about the sexual harassment policy at your work site. Detailed guidelines for you to follow if you are being sexually harassed should be specified.

[http://www.nata.org/committees/watc/watc\\_sexualharrassment.htm](http://www.nata.org/committees/watc/watc_sexualharrassment.htm)

### **PROVIDING ATHLETIC TRAINING SKILLS OUTSIDE THE ATHLETIC TRAINING PROGRAM**

ATS's may sometimes be asked to provide personal services outside of their clinical

education experience. This is in violation of the Commonwealth of Virginia Board of Medicine Athletic Trainer Licensure Act which defines the scope of practice for a certified athletic trainer. Performing Athletic Training services as a student, not under the direction of a Preceptor is in violation of state law. If you choose to provide Athletic Training services outside the ATP, you are jeopardizing your ability to take the BOC examination. Liberty University's liability insurance will not provide coverage for activities performed outside of supervised clinical education experiences.



## **APPENDIX G**

### **OSHA POLICIES**



**LIBERTY**  
ATHLETIC TRAINING



**LIBERTY UNIVERSITY  
ATHLETIC TRAINING PROGRAM  
OSHA PLAN**

## **LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM**

### **Bloodborne Pathogens Exposure Control Plan**

In accordance with the Occupational Safety Health Administration (OSHA) Bloodborne Pathogens Standard, 29 CFR 1910.1030, the following Exposure Control Plan has been developed:

#### **1. Exposure Determination**

OSHA requires employers to perform an exposure determination concerning which employees may incur occupational exposure to blood or other potentially infectious materials. The exposure determination is made without regard to the use of personal protective equipment (i.e., employees are considered to be exposed even if they wear personal protective equipment). This exposure determination affects all full-time athletic trainers on staff, graduate assistants, interns, and ATs at Liberty University working directly with University athletes or athletes participating on the University campus as part of a program sponsored by or hosted by Liberty University.

The job classifications and associated tasks for these categories are as follows:

- A.** Athletic Training Staff members will be expected to provide emergency treatment for life-threatening emergencies, including administering mouth-to-mouth resuscitation and controlling bleeding occurring due to participation in athletics. Also, the staff member may be involved in assisting team physicians with suturing, draining blisters, applying band-aids, or shaving calluses.
- B.** Interns, Graduate Assistants and ATs will often be required to perform the same tasks when the situation requires.

#### **2. Implementation Schedule and Methodology**

OSHA also requires that this plan include a schedule and method of implementation for the various requirements of the standard. The following complies with this requirement:

##### **A. Compliance Methods**

- Universal Precautions will be observed at this facility in order to prevent contact with blood, blood products, or other potentially infectious materials. All blood, blood product, or other potentially infectious material will be considered infectious regardless of the perceived status of the source or source individual.
- Engineering and work practice controls will be used to eliminate or minimize exposure to employees at this facility.
- Where occupational exposure remains after institution of these controls, personal protective equipment shall be used (**refer to the Policies & Procedures Manual: All staff, graduate assistants, and student athletic trainers will use personal protective equipment in dealing with any potentially infectious material**). At this facility, sharps containers, waste disposable bags, and clearly marked biohazard waste containers will be used as engineering controls.
- The above controls will be examined and maintained on a regular basis, with attention given to the contents of the engineering controls to insure removal once the containers reach 1/2 to 3/4 of capacity. The effectiveness of the controls shall be reviewed on a semiannual basis by an individual appointed by the Head or Assistant Athletic Trainers.
- Hand washing facilities are also available to the employees who incur exposure to blood or other potentially infectious materials. OSHA requires that these facilities be readily accessible after incurring exposure. There is a hand-washing station located in each Athletic Training room, in each athletic locker room, in each coach's locker room, and in each of the public restrooms.
- When there are no available facilities at game/practice sites, as an alternative, a 10% bleach and water solution and isopropyl alcohol are stored in each athletic trainer's kit on the site. If this alternate method is used, the hands are to be washed with soap and running water as soon as feasible following any exposure.

- After proper removal and disposal of personal protective gloves or other personal protective equipment, employees shall wash their hands and any other potential contaminated skin area immediately or soon as feasible with soap and water.
- If employees incur exposure to their skin or mucous membranes, then those areas shall be washed or flushed with water as appropriated or as soon as feasible following contact.

**B. Needles** Contaminated needles and other contaminated sharps objects will not be bent, recapped, removed, sheared, or purposely broken. Following usage needles or other contaminated sharps objects will be disposed of in a clearly marked biohazard, sharps container. OSHA allows for one exception to the rule governing the disposal of needles, if the procedure requires that the contaminated needles be recapped or removed and no alternative is feasible, and the action is required by the medical procedure. If such action is required, then the recapping or removal of the needle must be done by the use of a mechanical device or a one handed technique. At this facility recapping or removal is only permitted while assisting one of the team physicians in a procedure necessitating this act.

**C. Containers for Sharps** Contaminated sharps that are not reusable are to be placed immediately, or as soon as possible after use, into appropriated sharps containers. At this facility, the sharps containers are puncture resistant, labeled with a biohazard label, and are leak proof. The sharps container is located in the cabinet above the first aid area of the main Athletic Training island. An individual appointed by the Head Athletic Trainer has the responsibility for disposal of the sharps container when it becomes  $\frac{3}{4}$  full. The container need only be checked as necessitated by its use.

**D. Work Area Restrictions** In work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials, employees are not to eat, drink, apply cosmetics or lip balm, smoke, or handle contact lenses. Food and beverages are not to be kept or placed on treatment tables, taping decks, or countertops when blood or other potentially infectious materials are likely to be present. Mouth pipetting or suctioning of blood or other potentially infectious materials is prohibited. All procedures will be conducted in a manner that will minimize splashing, spraying, splattering, and generation of droplets of blood or other potentially infectious materials.

**E. Specimens**

- Specimens of blood or other potentially infectious materials, such as urine, will be placed in a container that prevents leakage during the collection, handling, processing, storage, and transport of the specimens.
- The container used for this purpose will be labeled or color-coded in accordance with the requirements of the OSHA standards. It should be noted that this standard provides for an exemption for specimens from the labeling/color-coding requirements of the standard, provided the facility uses Universal Precautions in the handling of all specimens and the containers are recognizable as container specimens. This exemption applies only while the specimens remain in the facility.
- If outside contamination of the primary container occurs, the primary container shall be placed within a secondary container that prevents leakage during the handling, processing, storage, transport, and/or shipping of the specimen.

**F. Contaminated Equipment** Equipment that has become contaminated with blood or other potentially infectious materials shall be examined before servicing or shipping and shall be decontaminated as necessary unless the decontamination of the equipment is not feasible.

**G. Personal Protective Equipment** All personal protective equipment used at the facility will be provided without cost to employees. Personal protective equipment will be chosen based on the anticipated exposure to blood or other potentially infectious materials. The protective equipment will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach employees' clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time that the protective

equipment will be used. The protective equipment necessary for the Athletic Training room primarily consists of latex or non-latex gloves. Personal protective equipment is stored in the Athletic Training room and in all Athletic Training kits used by preceptors and students. This personal protective equipment will be available at all times and at no cost to the Preceptors and/or students.

Other personal protective equipment will also be made available to Preceptors and students. They are listed below.

- **Personal Protective Equipment**
  - ❖ **One-way Pocket Masks**
  - ❖ **Protective eyewear**
  - ❖ **Examination Glove**
  - ❖ **Face Shield**
  
- All personal protective equipment will be cleaned, laundered, and disposed of by the employer at no cost to the employee's repairs and replacements will also be made by the employer at no cost to the employees. .
  
- All garments that are penetrated by blood shall be removed immediately or as soon as feasible. All personal protective equipment will be removed before leaving the work area.
  
- Gloves shall be worn whenever there is the risk to come in contact with blood or other potentially infectious materials.
  
- **Gloves will be used for the following procedures:**
  - ❖ **Applying bandages**
  - ❖ **Applying wound closures**
  - ❖ **Draining blisters**
  - ❖ **Shaving calluses**
  - ❖ **Cleaning open wounds**
  - ❖ **Handling urine specimens**
  - ❖ **Cleaning evaluation tables**
  - ❖ **Cleaning spills of potentially infected materials**
  - ❖ **Evaluating oral/dental injuries or conditions**
  - ❖ **Applying direct pressure to open wounds**
  - ❖ **Handling/changing wound dressings**
  
- Disposable gloves and other contaminated materials must be disposed of properly into a biohazard or sharps container. They are to be replaced as soon as practical when they become contaminated or as soon as feasible when or if they are torn punctured, or when their ability to function as a barrier is compromised. Utility gloves may be decontaminated for reuse provided that the integrity of the glove is not compromised. Utility gloves will be discarded if they are cracked, peeling, torn, punctured, or exhibits other signs of deterioration or when their ability to function as a barrier is compromised.
  
- The facility will be cleaned and decontaminated daily when the Athletic Training room is used by athletes.
  
- Decontamination will also take place after any blood or other potentially infectious material has been exposed in the Athletic Training room. Decontamination will be accomplished by using 10% bleach and water which is at all of the clinical sites and in the athletic trainers' kits.
  
- Any broken glassware that may be contaminated will not be picked up directly with the hands. Cardboard sheets should be used to corner and lift any broken pieces. All broken

glass or material should be placed in a sharps container for disposal.

#### **H. Regulated Waste Disposal**

- All contaminated sharps shall be discarded as soon as feasible in sharps containers located in the facility. Sharps containers are located in all the clinical sites. Regulated waste other than sharps shall be placed in appropriate containers with color-coded waste bags. Such containers are located all of the clinical sites.

#### **I. Laundry Procedures**

- Laundry contaminated with blood or other potentially infectious materials will be placed in a separate appropriately marked bag. It will then be removed by the individual responsible for laundry using personal protective equipment, and washed separately in bleach.
- All employees who handle contaminated laundry will use personal protective equipment to prevent contact with blood or other potentially infectious materials.

#### **J. HIV/HBV Exposure**

##### **Post-Exposure Evaluation and Follow-Up**

When an employee or student incurs an exposure incident, it should be reported to the Preceptor. All employees/students who incur an exposure will be offered post-exposure evaluation and follow-up in accordance with the OSHA standard. This follow-up will include the following:

- Written documentation of the route of exposure and the circumstances related to the incident as soon as feasible following the exposure. This is to be returned to the Head or Assistant Athletic Trainer
- If possible, the identification of the source individual and, if possible, the status of the source individual. The blood of the source individual will be tested after consent is obtained for HIV/HBV infection.
- Results of testing of the source individual will be made available to the exposed employee with the exposed employee informed about the applicable laws and regulations concerning disclosure of the identity and infection of the source individual.
- The employee will be offered the option of having their blood collected for testing of the employee's HIV/HBV serological status. The blood sample will be preserved for up to 90 days to allow the employee to decide if the blood should be tested for HIV serological status. However, if the employee decides before that time that testing will or will not be conducted then the appropriate action can be taken and the blood sample discarded.
- The employee will be offered post-exposure prophylaxis in accordance with the current recommendations of the U.S. Public Health Service.
- The employee will be referred to appropriate counseling centers concerning precautions to take during the period after the exposure incident. The employee will also be given information on what potential illness to be alert for and to report any related experiences to appropriate personnel.
- The Head Athletic Trainer will be designated to assure that the policy outlined above is effectively carried out as well as to maintain records related to this policy.

#### **K. Interaction with Health Care Professionals**

A written opinion shall be obtained from the health care professional that evaluates employees of this facility.

Written opinions will be obtained in the following instances:

- When the employee is sent to obtain the Hepatitis B vaccine.
- Whenever the employee is sent to a health care professional following an exposure incident.
- Health care professionals shall be instructed to limit their opinions to:
- Whether the Hepatitis B vaccine is indicated and if the employee has received the vaccine, or for evaluation following an incident.
- That the employee has been informed of the results of the evaluation.
- That the employee has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials. (Note: The written opinion to the employer is not to

reference any personal medical information).

#### **L. Training**

- Training for all employees/students will be conducted before initial assignment to tasks where occupational exposure may occur. Training for employees will include an explanation of the following:
- The OSHA Standard for Bloodborne Pathogens
- Epidemiology and symptomatology of bloodborne disease
- Modes of transmission of bloodborne pathogens
- The exposure plan (i.e., points of the plan, lines of responsibility, how the plan will be implemented, etc.)
- Procedures that might cause exposure to blood or other potentially infectious material at this facility.
- Control methods to be used at the facility to control exposure to blood or other potentially infectious materials.
- Personal protective equipment available at this facility
- Who should be contacted concerning exposure to blood or other potentially infectious materials.
- Post-exposure evaluation and follow-up.
- Signs and labels used at the facility.
- Hepatitis B vaccine program at the facility.

#### **M. Record Keeping**

- All records required by the OSHA standard will be maintained by the clinical coordinator and Athletic Training secretary. All provisions required by the standard will be implemented by January 1, 2003. Annual OSHA training will occur in the practicum courses. ATs must obtain a minimum of 80% on the written exam before they can begin their Clinical Education Experiences. The OSHA Standard for Bloodborne Pathogens may vary slightly between clinical sites. Students are responsible for speaking with their Preceptor to determine what the OSHA Bloodborne Standard is at that clinical site.

## **APPENDIX H**

# **E\*VALUE INSTRUCTIONS for LU ATP ATHLETIC TRAINING STUDENTS**

# LU ATP ATS E\*VALUE – Login

## Instructions for Athletic Training Student (ATS) LOGIN to E\*VALUE

### 1. Login to E\*VALUE (Login Name & Password Only):

\*Link\*: <https://www.e-value.net/login.cfm>

Secure | <https://www.e-value.net/login.cfm>

Apps Getting Started Suggested Sites Web Slice Gallery Imported From Firefox Login | E\*Value SimCapture Central |

**E\*VALUE™**  
a medhub product

Username

Password

Institutional Code

Not required unless provided by Program

Login

[VISIT THE MEDHUB SITE](#) [FORGOT YOUR PASSWORD?](#)

### 2. View of window following successful login to E\*VALUE:

Secure | <https://www.e-value.net/index.cfm>

Apps Getting Started Suggested Sites Web Slice Gallery Imported From Firefox Login | E\*Value SimCapture Central |

**E\*VALUE™** a medhub product Liberty University Athletic Training Program ID:7767

Student Test Help Favorites My Account

Home Evaluations Time Tracking Case Logs Learning Modules Reports

Home Page Other Tasks

Welcome to E\*Value

**My Information**

If this or any other biographic information is incorrect or missing, you can [update this information](#).

Email: jgcoots@liberty.edu  
Rank: Junior  
Roles: Student

**Urgent Tasks**

No Announcements Available

[Complete Pending Evaluations \(3\)](#)  
[Complete Pending Coursework \(1\)](#)

**Tasks**

[Clock In/Out](#)  
[Log New Case](#)

**Personal Calendar**

Sunday	Jun 11
Monday	Jun 12
Tuesday	Jun 13
Wednesday	Jun 14
Thursday	Jun 15
Friday	Jun 16
Saturday	Jun 17

[View myCalendar](#)



# LU ATP Clinical STUDENT E\*VALUE – “Home” TAB Instructions for uploading required Personal Records Requirements, Forms, & Documentation into E\*VALUE

## 1. Login to E\*VALUE (Login Name & Password Only):

\*Link\*: <https://www.e-value.net/login.cfm>

The screenshot shows the E\*VALUE web application interface. At the top, there is a navigation bar with tabs for Home, Evaluations, Time Tracking, Case Logs, Learning Modules, and Reports. Below this is a secondary navigation bar with 'Home Page' and 'Other Tasks'. The main content area is titled 'Welcome to E\*Value' and contains several sections: 'My Information' (with fields for Email, Rank, and Roles), 'Urgent Tasks' (listing 'Complete Pending Evaluations (3)' and 'Complete Pending Coursework (1)'), 'Tasks' (with links for 'Clock In/Out' and 'Log New Case'), and a 'Personal Calendar' for the week of June 11-17. A 'View myCalendar' button is located at the bottom of the calendar section.

## 2. Click on the “Home” Tab → “Other Task” → “Manage Personal Records”

This screenshot illustrates the navigation path from the Home page to the 'Manage Personal Records' option. It shows the 'Home' tab selected in the top navigation bar, the 'Other Tasks' link highlighted in the secondary navigation bar, and the 'Manage Personal Records' link highlighted in the 'Tasks' list on the 'Other Tasks' page. Yellow arrows indicate the sequence of clicks: from the 'Home' tab to the 'Other Tasks' link, and then to the 'Manage Personal Records' link.

- Click on the **“Home”** Tab → **“Other Task”** → **“Manage Personal Records”** → then click green **“Edit”** next to the requirement you need to update and download /attach you documentation:

Manage Personal Records

Personal Records Log

5 of 8 requirements completed

Type	Event Date	Note	Expiration Date	Requirement	Status
Basic Life Support (BLS) for Healthcare Providers	Dec 9, 2016	NSC Advanced First Aid/CPR/AED & BLS (Copy Placed in Student File)	Dec 9, 2018	Ongoing	Met
HIPAA, Patient Confidentiality, Infection Control, Blood-Borne Pathogens & OSHA	Aug 28, 2016	Signed & Placed in Student File	Aug 28, 2017	Ongoing	Met
NPI #				One-time	Not Met
Background Check Clearance	Dec 16, 2016	Completed 12/16/2016 Confirmation # _____ Placed in Student File		Ongoing	Met
Tuberculosis (TB/PPD Testing)				Ongoing	To Be Verified
Biographical Data Sheet	Aug 28, 2016	Signed & Placed in Student File	Aug 28, 2017	Ongoing	Met
Handbook Acknowledgment and Understanding	Aug 28, 2016	Signed & Placed in Student File	Aug 28, 2017	Ongoing	Met
NATA Membership				Ongoing	To Be Verified

Add ad hoc entry

Type: "choose type" Event Date: 06/14/2017 Note text Expiration Date: Requirement: "requirement" Status: "choose status" Add

- View of the Window Screen after clicking on and opening up each edit box – Arrow pointing to the **“Add attachment”** – (Click again for attaching multiple Documents/PDF/etc.) **\*MAKE SURE to “SAVE”!!**

Manage Personal Records

Personal Records Log

5 of 8 requirements completed

Type	Event Date	Note	Expiration Date	Requirement	Status
Basic Life Support (BLS) for Healthcare Providers	12/09/2016	NSC Advanced First Aid/CPR/AED & BLS (Copy Placed in Student File)	2018-12-09 00	Ongoing	Met
HIPAA, Patient Confidentiality, Infection Control, Blood-Borne Pathogens & OSHA	08/28/2016	Signed & Placed in Student File	2017-08-28 00	Ongoing	Met
NPI #				One-time	Not Met
Background Check Clearance	12/16/2016	Completed 12/16/2016 Confirmation # _____ Placed in Student File		One-time	Met
Tuberculosis (TB/PPD Testing)				Ongoing	To Be Verified
Biographical Data Sheet	Aug 28, 2016	Signed & Placed in Student File	Aug 28, 2017	Ongoing	Met
Handbook Acknowledgment and Understanding	08/28/2016	Signed & Placed in Student File	2017-08-28 00	Ongoing	Met
NATA Membership				Ongoing	To Be Verified

Add ad hoc entry

Type: "choose type" Event Date: 06/14/2017 Note text Expiration Date: Requirement: "requirement" Status: "choose status" Add

**4. Requesting LU ATP Clinical Preceptors to update required items and upload appropriate documentation into E\*VALUE \*(8 Required Items)\*:**

- a. **CPR (Basic Life Support (BLS) for Healthcare Providers) Certification:**
  - i. Enter Appropriate “Event Date” \*(Expiration Date, Requirement, and Status will automatically update)\*
  - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “last name first name organization type exp date” (last day of expiring month)
  - iii. **Example:** “Coots John NSC/AHA BLS exp 2019 12 31”
  - iv. **Note box:** Enter “NSC Advanced First Aid/CPR/AED & BLS Certification – (Copy Placed in Student File)”
  
- b. **HIPAA, Patient Confidentiality, Infection Control, Blood-Borne Pathogens & OSHA:**
  - i. Enter Appropriate “Event Date” \*(Expiration Date, Requirement, and Status will automatically update)\*
  - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “last name first name Training date”
  - iii. **Example:** “Coots John Training 2018 08 31”
  - iv. **Note box:** Enter “Completed & Signed (Copy Placed in Student File)”
  
- c. **NPI #:**
  - i. Enter Appropriate “Event Date” \*(Expiration Date, Requirement, and Status will automatically update)\*
  - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “last name first name NPI Number Documentation”
  - iii. **Example:** “Coots John NPI Number Documentation”
  - iv. **Note box:** Enter “NPI # \_\_\_\_\_”
  
- d. **Background Check Clearance:**
  - i. Enter Appropriate “Event Date” \*(Expiration Date, Requirement, and Status will automatically update)\*
  - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “last name first name date completed”
  - iii. **Example:** “Coots John Background Check 2018 11 20”
  - iv. **Note box:** Enter “Completed \_\_/\_\_/20\_\_ Confirmation # \_\_\_\_\_ – (Copy Placed in Student File)”
  
- e. **Tuberculosis (TB/PPD Testing):**
  - i. Enter Appropriate “Event Date” \*(Expiration Date, Requirement, and Status will automatically update)\*
  - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “last name first name Clinical Site name date”
  - iii. **Example:** “Coots John TB/PPD Test Results 2018 08 15”
  - iv. **Note box:** Enter “Test Complete (Neg. or Pos.) – (Copy Placed in Student File)”

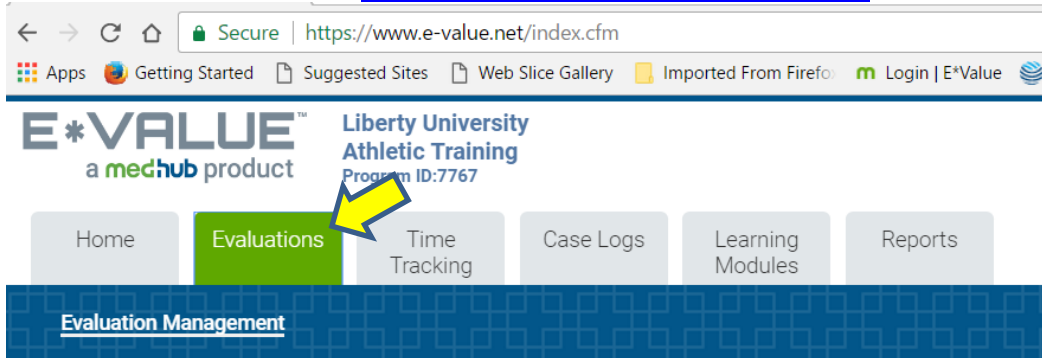
- f. **Biographical Data Sheet: LU ATP Clinical Preceptor Annual Demographic Form:**  
**\*(SEE ATTACHED FORM)\***
- i. Enter Appropriate “Event Date” \*(Expiration Date, Requirement, and Status will automatically update)\*
  - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “year last name first name Clinical Preceptor Demographic Contact Form”
  - iii. **Example:** “2017-2018 Coots John Athletic Training Student Demographic Contact Form”
  - iv. **Note box:** Enter “LU ATP Athletic Training Student Demographic Contact Form – (Copy Placed in Student File)”
- g. **Handbook Acknowledgement and Understanding (Athletic Training Student):**
- i. Enter Appropriate “Event Date” \*(Expiration Date, Requirement, and Status will automatically update)\*
  - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “last name first name date read and signed”
  - iii. **Example:** “Coots John Handbook Signature 2018 08 27”
  - iv. **Note box:** Enter “2017-2018 LU ATP Handbook Signature Form – (Copy Placed in Student File)”
- h. **NATA Membership (Athletic Training Student):**
- i. Enter Appropriate “Event Date” \*(Expiration Date, Requirement, and Status will automatically update)\*
  - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “last name first name NATA exp date”
  - iii. **Example:** “Coots John NATA exp 2018 12 31”
  - iv. **Note box:** Enter “Membership # \_\_\_\_\_”
-

# LU ATP Clinical STUDENT E\*VALUE – “Evaluation” TAB

## Instructions for Completing ATS Evaluations in E\*VALUE

### 1. Login to E\*VALUE (Login Name & Password Only):

\*Link\*: <https://www.e-value.net/login.cfm>



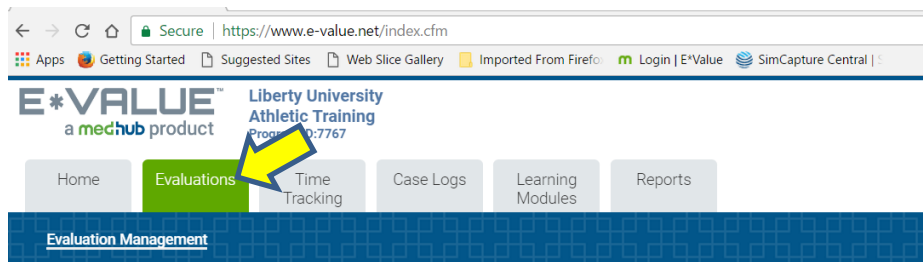
### Evaluation Management

#### Manage Evaluations



[Complete Pending Evaluations](#)

### 2. Click on the “Evaluations” Tab → “Evaluation Management” → “Complete Pending Evaluations” → then click on and complete appropriate ATS Clinical Rotation Evaluations (Mid & Final):



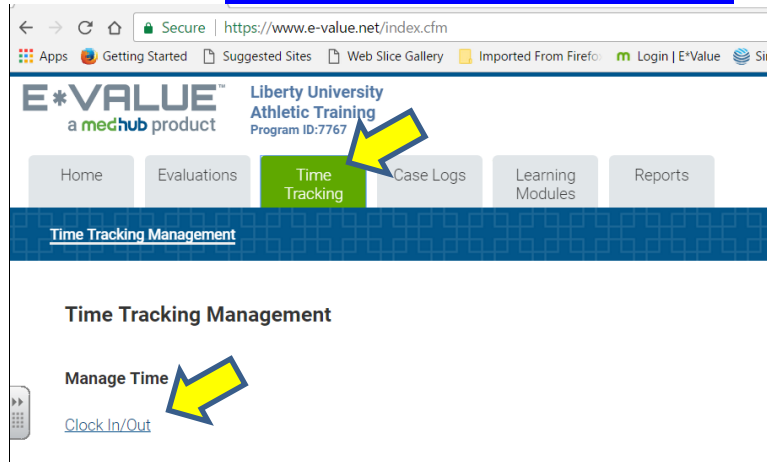
#### Complete Pending Evaluations

Course/Rotation Period:	ATTR 321 - Clinical Education III 2016-2017 Junior Clinical Rotations SPRING	Site:	LU ATP - Athletic Training Program				
Time Frame:	01/16/2017 through 05/02/2017	Request Date					
Edit/Status	Suspend	Evaluation Type(s)	Subject	Request Date	View Image	View Printable Evaluation	Last Evaluator Update
<a href="#">Edit Evaluation</a>	<a href="#">Suspend</a>	Junior Self Eval Mid	Student Test	02/18/2017	Not available	<a href="#">View/Print</a>	
<a href="#">Edit Evaluation</a>	<a href="#">Suspend</a>	Clinical Preceptor & Site Form	ATTR 321 - Clinical Education III	04/19/2017	Not available	<a href="#">View/Print</a>	
<a href="#">Edit Evaluation</a>	<a href="#">Suspend</a>	Junior Self Eval Final	Student Test	04/19/2017	Not available	<a href="#">View/Print</a>	

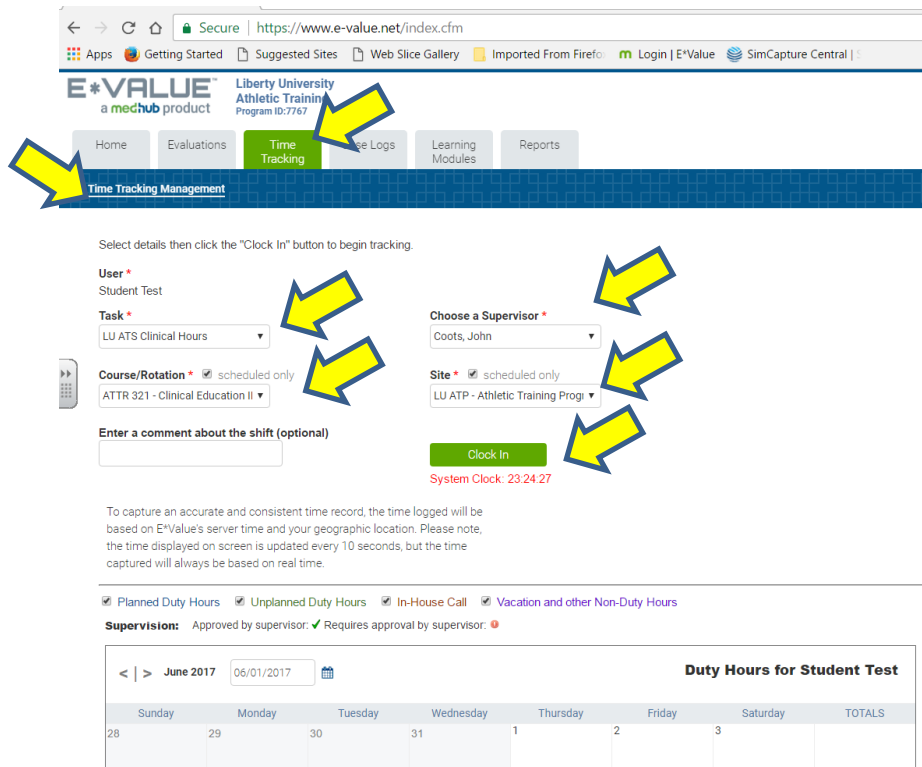
# LU ATP Clinical STUDENT E\*VALUE – “Time Tracking” TAB Instructions for Verifying ATS Time Entries/Hour Logs in E\*VALUE

## 1. Login to E\*VALUE (Login Name & Password Only):

\*Link\*: <https://www.e-value.net/login.cfm>



## 2. Click on the “Time Tracking” Tab → “Time Tracking Management” → “Clock In/Out” → “Select” appropriate options → then click on and “Clock In” for all correct ATS Time Entries/Hour Logs:



- Click on the **“Time Tracking”** Tab → **“Time Tracking Management”** → **“Clock In/Out”** → **“Select”** appropriate options → then click on and **“Clock Out”** for all correct ATS Time Entries/Hour Logs:

The screenshot displays the E\*VALUE Time Tracking Management interface. The top navigation bar includes 'Home', 'Evaluations', 'Time Tracking', 'Case Logs', 'Learning Modules', and 'Reports'. The 'Time Tracking Management' section is active, showing the 'Clock In/Out' form.

**Clock In/Out Form:**

- User:** Student Test
- Task:** LU ATS Clinical Hours
- Course/Rotation:** ATTR 321 - Clinical Education I
- Choose a Supervisor:** Coots, John
- Site:** LU ATP - Athletic Training Prog
- Buttons:** Clock In, Clock Out (highlighted with a yellow arrow)
- System Clock:** 23:26:40

**Supervision:** Approved by supervisor: ✓ Requires approval by supervisor: ⚠

**Calendar View:**

The calendar shows the month of June 2017. A yellow highlight is placed on the date June 13th, indicating a time entry. The entry details are:

- LU ATS Clinical Hours
- Athletic Training - ATTR 321 - Clinical

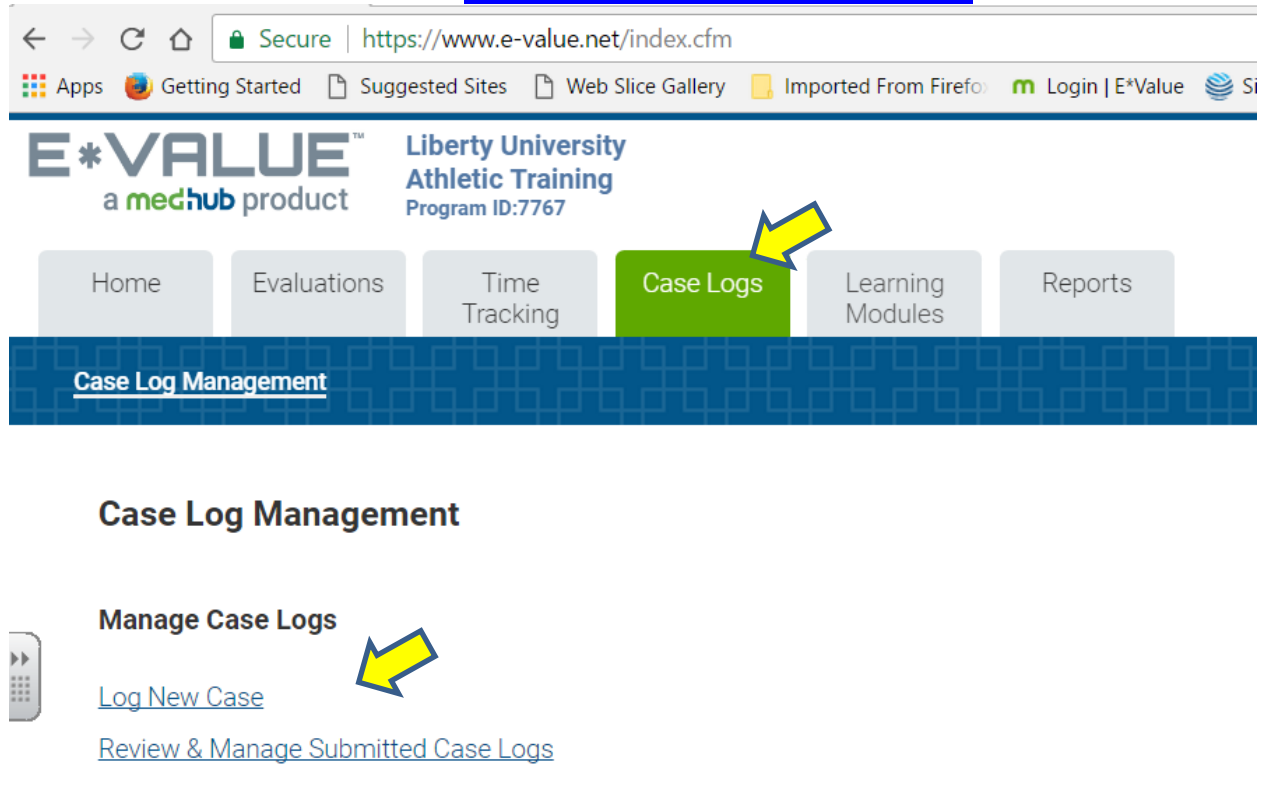
The bottom screenshot shows the 'Duty Hours for Student Test' calendar view, which includes a 'TOTALS' column on the right side of the calendar grid.

# LU ATP Clinical STUDENT E\*VALUE – “Case Logs” TAB

## Instructions for Completeing ATS Case Logs in E\*VALUE

### 1. Login to E\*VALUE (Login Name & Password Only:

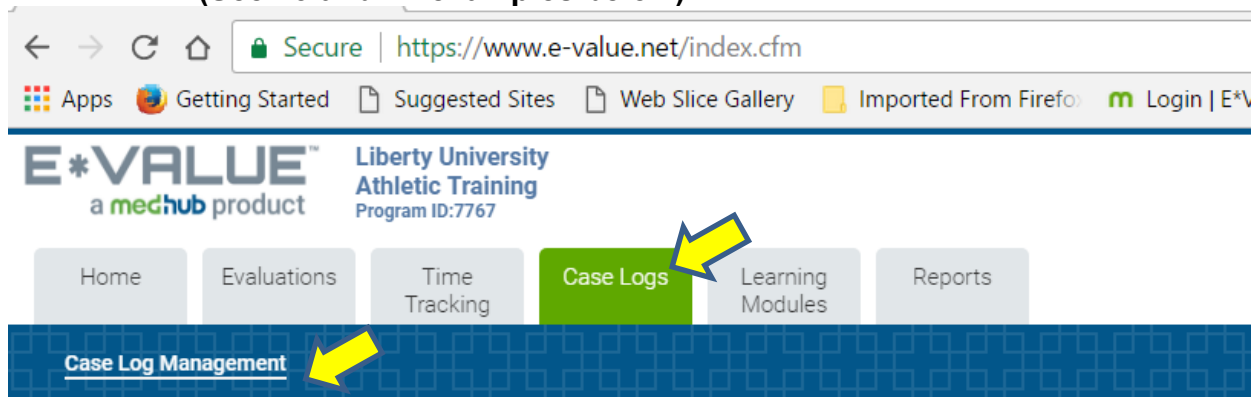
\*Link\*: <https://www.e-value.net/login.cfm>



The screenshot shows a web browser window with the URL <https://www.e-value.net/index.cfm>. The page header includes the E\*VALUE logo, "a medhub product", and "Liberty University Athletic Training Program ID:7767". A navigation menu contains buttons for Home, Evaluations, Time Tracking, Case Logs, Learning Modules, and Reports. The "Case Logs" button is highlighted in green and has a yellow arrow pointing to it. Below the navigation menu is a blue banner with the text "Case Log Management". Underneath the banner, the heading "Case Log Management" is displayed. To the left of the main content is a sidebar with a "Manage Case Logs" heading and two links: "Log New Case" and "Review & Manage Submitted Case Logs". A yellow arrow points to the "Log New Case" link.



2. Click on the **“Case Logs”** Tab → **“Case Log Management”** → **“Begin Log New Case”** → Select **“Appropriate options”** → then select appropriate **“Coursework Competencies”** AND/OR **“Clinical Procedures”**:  
(See #3 and #4 examples below)



### Log New Case

**Main**

**Interaction Date \***  
6/13/2017

**Coursework/Clinical Rotation \***

**Site \***

**Setting \***

**Supervisor \***

**Coursework Faculty's Role \***

**Clinical Preceptor Supervisor's role \***

**ATS Time With Patient**  
Hours: 0 Minutes: 0

**Gender of Patient \***

**Age Range of Patient \***

**Notes \***

- Click on the **“Case Logs”** Tab → **“Case Log Management”** → **“Begin Log New Case”** → Select **“Coursework Competency”** for Didactic Lectures and Laboratories courses → Select appropriate **“Course”** then click on appropriate **“Coursework Competencies”** → Click on **“Add Coursework Competency”** you completed as an ATS:

The screenshot displays the 'Case Log Management' interface for 'Coursework Competency'. At the top, the navigation bar shows 'Case Logs' as the active tab. Below the navigation, there is a 'Group' dropdown menu set to 'All Groups'. A search filter is present for the 'Coursework Competency' list. The list contains several items, including 'Abdominal assessments (percussion, palpation, auscultation)...', 'Access, analyze, and differentiate between the essential documents...', 'Administer and interpret fitness tests...', 'Administer supplemental oxygen...', 'Administer testing procedures...', 'Analyze gait and select appropriate instruction...', 'Analyze the impact of immobilization...', and 'Anaphylactic shock: Explain the etiology...'. Below the list is a 'Select your role in the Coursework Competency' dropdown menu set to 'Student - Completed in Coursework'. There is a 'Notes' text area and an 'Add Coursework Competency' button. At the bottom, a table header shows columns for 'Primacy', 'Coursework Competency', 'Your Role', 'Notes', 'Remove', and 'Move'.

- Click on the **“Case Logs”** Tab → **“Case Log Management”** → **“Begin Log New Case”** → Select **“Clinical Procedures”** for Clinical Rotations → Select **“Course”** then click on appropriate **“Add Clinical Procedure”** you completed as an ATS:

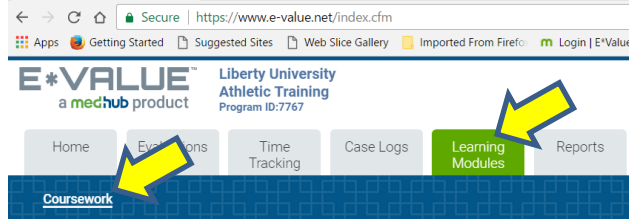
The screenshot displays the 'Case Log Management' interface for 'Clinical Procedures'. At the top, the navigation bar shows 'Case Logs' as the active tab. Below the navigation, there is a 'Group' dropdown menu set to 'All Groups'. A search filter is present for the 'Clinical Procedure' list. The list contains several items, including 'Abdominal Region Dx', 'Abdominal Region Tx', 'Ankle Dx', 'Ankle Tx', 'Cervical Spine Dx', 'Cervical Spine Tx', 'Elbow Dx', 'Elbow Tx', and 'Foot Dx'. Below the list is a 'Select your role in the Clinical Procedure' dropdown menu. There is a 'Clinical Procedure Duration' field with 'Hours' and 'Minutes' sub-fields, and a 'Notes' text area. There is an 'Add Clinical Procedure' button. At the bottom, a table header shows columns for 'Primacy', 'Clinical Procedure', 'Your Role', 'Time', 'Notes', 'Remove', and 'Move'. Below the table are 'Save Records' and 'Cancel' buttons, and a note: 'Required for Coursework Competencies Only', 'Required for Clinical Procedures Only', 'Required for Both'.

# LU ATP Clinical STUDENT E\*VALUE – “Learning Modules” TAB

## Instructions for Completing ATS Learning Modules “Clinical Rotation Orientation Forms” in E\*VALUE

### 1. Login to E\*VALUE (Login Name & Password Only:

**\*Link\*:** <https://www.e-value.net/login.cfm>



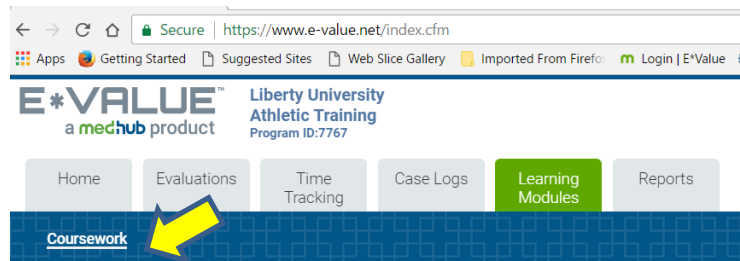
#### Coursework

Manage Coursework

[Complete Pending Coursework](#)

### 2. Click on the “Learning Modules” Tab → “Coursework” → “Complete Pending Coursework” → Select and complete “Click to Complete Coursework”:

- ATS must complete their portion first and submit them to their assigned Clinical Preceptor for review and FINAL submission.
- \*These forms & goals must be discussed in person by ATS & Preceptor ASAP – within the 1<sup>st</sup> week of their Clinical Rotation!\***



#### Complete Pending Coursework

Course/Rotation:	ATTR 321 - Clinical Education III	Site:	LU ATP - Athletic Training Program
Period:	2016-2017 Junior Clinical Rotations SPRING	Time Frame:	01/16/2017 through 05/02/2017
Complete/Status	Coursework	Assigned Date	Due Date/Time
<a href="#">Click to Complete Coursework</a>	Clinical Orientation Form	01/16/2017	01/20/2017 by 01:00 PM

# LU ATP Clinical STUDENT E\*VALUE – “Reports” TAB Instructions for Viewing Various ATS Reports from ALL Tabs in E\*VALUE

## 1. Login to E\*VALUE (Login Name & Password Only:

**\*Link\*:** <https://www.e-value.net/login.cfm>

The screenshot shows the E\*VALUE web application interface. The browser address bar displays the URL <https://www.e-value.net/index.cfm>. The page header includes the E\*VALUE logo (a medhub product) and the Liberty University Athletic Training Program ID: 7767. The user is logged in as 'Student Test'. The navigation menu includes Home, Evaluations, Time Tracking, Case Logs, Learning Modules, and Reports (highlighted in green). The Reports section is active, showing a search bar and a filter dropdown set to 'All'. The main content area displays several report categories with links to view them:

- Course/Rotation Reports**
  - [Course/Rotation List](#)
- Evaluation Student Reports**
  - [Aggregate Comments about Students](#)
  - [Aggregate Student Performance](#)
  - [Completed Evaluations about Students](#)
  - [Completed Evaluations By Me](#)
  - [Evaluation Scores by Question](#)
  - [Student Compliance Audit Log](#)
- Scheduling Reports**
  - [Schedule Report](#)
- Case Log Reports**
  - [Coursework Competency Logs by Student](#)
  - [Clinical Procedure Logs by Student](#)
- Learning Module Reports**
  - [View Completed Coursework](#)
- Time Tracking Reports**
  - [Time Tracking Data Download](#)
- Evaluation Site Reports**
  - [Site List](#)
- Personal Records**
  - [Personal Records Crosstab](#)
  - [View User Personal Records Status](#)

## 2. Click on the “Reports” Tab → “Reports” → Select appropriate reports that you desire to view:

**\*\*THANK YOU FOR YOUR TIME AND CONSIDERATION!!\*\***

**APPENDIX I**

**ATHLETIC TRAINING PROGRAM  
REMEDICATION POLICY/PLAN FORM**

**LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM  
REMEDATION POLICY/PLAN FORM**

LU ATP ATS: \_\_\_\_\_ Course: ATTR \_\_\_\_\_

Exam/OSCE: \_\_\_\_\_

Description of Issue that needs remediation:  
\_\_\_\_\_  
\_\_\_\_\_

Remediation  
\_\_\_\_\_  
\_\_\_\_\_

Scheduled Remediation Review Time: \_\_\_\_\_

Remediation Reassessment/Tool: \_\_\_\_\_

Expected Remediation Completion Date: \_\_\_\_\_

Academic Progress (list current courses & coinciding  
\_\_\_\_\_  
\_\_\_\_\_

**Clinical Progress:**

Current total of clinical experience hours: \_\_\_\_\_

Required # of hours /semester: \_\_\_\_\_

Number of hours remaining to meet the minimum number of required hours: \_\_\_\_\_

\*\*\*\*\*

**Signatures confirming agreement of remediation plan.**

\_\_\_\_\_  
**Student** \_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty Signature** \_\_\_\_\_  
**Date**

**Signatures confirming completion of remediation**

\_\_\_\_\_  
**Student** \_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty Signature** \_\_\_\_\_  
**Date**

**LIBERTY UNIVERSITY ATHLETIC TRAINING PROGRAM**  
**Athletic Training Program Handbook Signature Page**

Please **initial** in each line to verify your understanding of the following policies. If you have any questions concerning the following policies please refrain from initially until your questions have been answered.

\_\_\_\_\_ Health & Safety Policy, Communicable Disease Policy, Injury and Illness Policy (p. 33-36)

\_\_\_\_\_ Sexual Harassment & Social Media Policy (p. 51)

\_\_\_\_\_ Confidentiality, HIPAA, FERPA Training Policy (p. 65-70)

\_\_\_\_\_ Acceptable Patient Interaction Policy, ATS Supervision, Policy, Remediation policy (p. 64, 73, 31)

\_\_\_\_\_ OSHA clinical practice regulations & BBP Training Policy (p. 82-85)

\_\_\_\_\_ BBP Post-Exposure Plan (p.85)

\_\_\_\_\_ CSER and Patient Encounter/Case Log policy (p. 31 & 46)

I, \_\_\_\_\_, acknowledge receipt of the Liberty University ATS Handbook. I have received and read the handbook and understand its contents fully. I understand that I am expected to follow the rules and regulations of the Liberty University Athletic Training Education Program outlined in this document. If I don't uphold the expectations, rules, and responsibilities outlined in this handbook, I understand it will jeopardize my status in Liberty University's Athletic Training Program.

**LU ATP ATS Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/20\_\_\_

**(Printed Name):** \_\_\_\_\_

**\*Please initial, sign, and return this page as well as any additional pages requiring signatures within this ATP Handbook to the Program Director and/or one of the Clinical Coordinators through the appropriate application.**