

LIBERTY UNIVERSITY



GRADUATE ATHLETIC TRAINING PROGRAM HANDBOOK

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INTRODUCTION

The primary goal of Liberty University Graduate 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 education experiences. Every student currently enrolled in the ATP will be assigned a clinical education experience in addition to the didactic coursework as outlined in the course descriptions and course sequence tables. Students will take five clinical education courses, each of these courses will incorporate supervised hands-on experience to develop competency and proficiency under the direction of a preceptor.

Clinical education experiences will involve working with patients and preceptors in any of the clinical sites that have affiliation agreements with LU's ATP. The clinical sites serve many important functions: 1) provide students an opportunity to practice their knowledge and skills, 2) provide Athletic Training services to the patients in those settings, 3) serve as the primary clinical education sites.

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 required 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 Objectives



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.

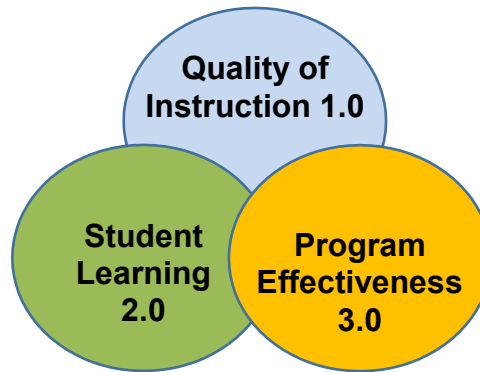
GRADUATE ATHLETIC TRAINING PROGRAM MISSION STATEMENT

To develop compassionate athletic trainers equipped with current best practice and evidence through a Christ-centered environment. Making a difference in our students' lives so they make a difference in the world around them.

GRADUATE ATHLETIC TRAINING PROGRAM VISION

By 2030, Liberty University Athletic Training is a leader in producing compassionate clinical providers who influence and impact healthcare through both evidence-based practice and research to be Champions for Christ.

PROGRAM GOALS & OBJECTIVES



1. To produce compassionate clinical providers who are culturally sensitive through a biblical world view.
2. Develop practitioners who use evidence-based practice to obtain optimal clinical outcomes.
3. Prepare students with a diverse skill set that exceeds the minimal expectations for credentialing.
4. To develop selfless-servant leaders who will be actively engaged in their communities and profession.
5. Enhance employability of graduates and admission into post-professional programs.
6. To become a healthcare professional that conducts quality research which enhances clinical knowledge and guides patient care.

Student Learning Objectives

The student will be able to:

1. Provide compassionate patient-centered Health Care using a Biblical worldview.
2. Use evidence-based research/clinical outcome measures to direct patient care.
3. Use evidence-based techniques to assess and develop interventions for pathologies.
4. Demonstrate evidence-based assessment procedures for overall wellness including injury prevention techniques.
5. Apply the knowledge of Health Care administration and informatics with professionalism.
6. Apply the knowledge of the literature in the Athletic Training discipline.

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.

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.⁶

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"
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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.

Athletic Training Program Web Site Address:

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



LIBERTY
ATHLETIC TRAINING

**GRADUATE ATHLETIC TRAINING
PROGRAM ACADEMIC INFORMATION**



ADMISSION REQUIREMENTS & PROCEDURES

The Athletic Training degree 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, physician offices, professional sports, public safety, and secondary schools.

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.

Once students graduate and pass the BOC, they must also complete the required paperwork to meet state regulation to practice as an athletic trainer. To obtain detailed information related to state regulation of athletic trainers use this link:

<http://www.bocatc.org/state-regulation#at-advocacy-partners> Virginia requires athletic trainers to obtain a license 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.

SELECTION PROCESS

Liberty University's Athletic Training Program is a competitive and selective program. Thus, not every student that applies will be admitted into the ATP. Students interested in pursuing a master's degree in Athletic Training at LU will complete their application through Athletic Training Centralized Application System (ATCAS). The ATP Admission Committee will meet to review the applications and determine who is eligible for acceptance. Upon acceptance, students will complete the remainder of paperwork to gain acceptance.

APPLICATION REQUIREMENTS

Students must meet the following criteria and provide the following information to be eligible for acceptance:

- Provide a copy of your college transcripts documenting an earned a bachelors' degree along with the completion of the following prerequisite coursework
 - Anatomy & Physiology I & II along with corresponding labs (LU- BIOL 213/214/215/216)
 - General Biology (LU- BIOL 224)
 - Biomechanics (LU- EXSC 350 & 351)
 - General Chemistry & Lab (LU- CHEM 121 & 121L)
 - Exercise Physiology (LU- EXSC 310)
 - Medical Terminology (LU- ATTR 205)
 - Nutrition (LU- HLTH 333)
 - General Physics & Lab (LU- PHYS 201 & 201L)
 - General Psychology (LU- PSYC 101)
 - Pathophysiology (LU- EXSC 433)
 - Statistics (LU- MATH 202)

- Evidence of American Heart Association Basic Life Support CPR & AED Certification or equivalent
- Minimum of a 2.75 cumulative GPA on a 4.0 scale.
- Completion of ATCAS application which includes:
 - Two letters of recommendation
 - Professor
 - Allied Health Professional/Personal/Pastoral (any 1 of the 3)
 - Essay discussing why AT & LU
 - Submission of transcripts as discussed above
 - Submission of CPR & AED certification
 - Meet the Technical Standards Policy for admission into the program and submit the signed Technical Standards Form
- Completion of an on-campus or virtual interview & campus tour.

It is the student's responsibility to make sure the required documents and information are in the ATCAS application by February 1.

TRANSFER STUDENTS

Students transferring to Liberty University who are interested in entering the ATP must apply through ATCAS. Due to the unique characteristics and background of each individual, a transfer students 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 2.75 on a 4.0 scale.
- Completion of ATCAS 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).
- Copy of current vaccination records, including: Rubella, Tetanus, Mumps, Polio, Chicken Pox, Tuberculosis, and HBV vaccination.
- Meet the Technical Standards Policy for admission into the program and submit the signed Technical Standards Form

The above documents and materials must be submitted to ATCAS by February 1 to be assured an opportunity to be initially accepted.

It is highly likely that the competencies covered in another Athletic Training Program's 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 record of clinical 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.

ACCEPTANCE NOTIFICATION

- The Program Director will notify students of their status in the ATP via ATCAS and/or email the students a letter. Students may learn of their status in the ATP as early as March 1st.

REQUIRED PAPERWORK UPON ACCEPTANCE

- HIPAA Training & Certification
- Background Check through CastleBranch
- Blood-borne & Airborne Pathogens Training & Certification
 - <http://www.nsc.org/learn/Safety-Training/Pages/Courses/bloodborne-airborne-pathogens-online.aspx>
- Confidentiality Statement Form
- Signed Athletic Training Program Handbook Signature Page
- Signed ATS Acceptable Patient Interaction Form
- Signed ATS Acceptable Direct Supervision Form
- ATS Demographics Contact Form
- 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 for admission into the program (See Technical Standards).
- Copy of vaccination records, which must include: Rubella, Tetanus, Mumps, Polio, Chicken Pox, and HBV vaccination.

UPON ACCEPTANCE INTO LU'S GRADUATE 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.

- *Background check* – \$20-\$60 varies on jurisdiction
- *OSHA/Bloodborne Pathogen Training* – \$15.95 annually
- *Athletic Training and Supplemental Clinical Education Experiences Expenses* – Students are responsible for covering all expenses associated with travel/transportation to all clinical sites. The cost will vary based on where the sites are located and the length of the experiences.
- *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.
<https://www.bocatc.org/athletic-trainers>
- *Workshop Opportunities* – Fees associated with extra certification or additional educational opportunities would be the financial responsibility of the student. These are optional and not required.
- *Regalia expenses* – For graduation (if the student chooses to attend) the student will need to purchase the required regalia for an Masters of Science degree, please refer to this website for current prices:
<https://www.liberty.edu/commencement/regalia/>. An approximate price is \$120.00 dollars.

ANNUAL REQUIREMENTS

Students will be expected to complete the following tasks annually:

- Complete HIPAA Training (upon Acceptance)
- OSHA/Blood borne Pathogen Training (upon Acceptance)
- Keep immunizations updated; complete a TB screen
- Read & Sign Technical Standards Verification Form
- Read & Sign Confidentiality Form
- Complete the Personal Demographic Form
- Read all ATP Handbook Policy & Procedure Manuals
- Sign ATP Handbook Signature Page (last page) & Policy Comprehension Statement

- 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 two years.
- Each student must maintain a current CPR certification as determined by the BOC.
- Completion of at least 1 service project.
- Each student must pass a physical examination as part of the 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 in the program.
- Student must successfully progress through all required clinical integration rotations.
- Each student must meet the minimum clinical patient encounters, as defined in each clinical integration course in which they are enrolled. The minimum attendance at each site is 3 days per week.
- Each student must complete all of the requirements of the MS in Athletic Training to receive the designated degree.
- Each student must pass ("C" or better) all coursework.
- Second year students are expected to participate in all university required Assessment Day activities during that 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.**

**GRADUATE
ATHLETIC TRAINING PROGRAM
CURRICULUM**



LIBERTY
ATHLETIC TRAINING

ATHLETIC TRAINING MAJOR

The Athletic Training major prepares students to become certified athletic trainers within a 62-65 credit hour curriculum. To become eligible to sit for the BOC certification exam the students within this major must complete all of the coursework with competency. In addition to the professional courses, each student will need to demonstrate proficiency in all clinical integrated courses to provide patient care.

ACAMEDIC YEAR ONE

Summer Semester 1	Course Credits	Fall Semester 1	Course Credits	Spring Semester 1	Course Credits
BIOM 513: Cadaver Anatomy	5	ATTR 505: Healthcare Translational Research & Statistics	4	ATTR 511: Clinical Integrations II	1
ATTR 500: Bracing, Taping, & Wrapping	2	ATTR 510: Clinical Integrations I	1	ATTR 530: Examination & Treatment III	5
ATTR 501: Foundations of Athletic Training	3	ATTR 520: Examination & Treatment I	4	ATTR 540: Examination & Treatment IV	4
ATTR 503: Emergency Care	3	ATTR 525: Examination & Treatment II	4	ATTR 541: Pharmacology	2
Semester Credit Total	13	Semester Credit Total	13	Semester Credit Total	12

ACADEMIC YEAR TWO

Summer Semester 2	Course Credits	Fall Semester 2	Course Credits	Spring Semester 2	Course Credits
ATTR 600: Healthcare Administration	2	ATTR 611: Clinical Integrations IV	3	ATTR 612: Clinical Integrations V	2
ATTR 610: Clinical Integrations III	2	ATTR 601: Healthcare Leadership & Patient Interactions	2	ATTR 630: Behavioral & Population Health	3
ATTR 689: Thesis Proposal	0-3	ATTR 620: Manual Therapy Techniques	3	ATTR 680: Clinical Reasoning or ATTR 690: Thesis Defense	3
		ATTR 625: Musculoskeletal Diagnostic Imaging	3		
Semester Credit Total	5-8	Semester Credit Total	11	Semester Credit Total	8

ATP DEGREE COURSE SEQUENCING

The sequence above is a recommended curricular plan for non-transfer students that want to major in Graduate Athletic Training. Transfer students that are accepted will need to consult with the ATP Director to determine the student's course sequence.

TRANSFER POLICY

It is not customary for transfer credits to be accepted in the AT Program. However, requests for transfer credits from another accredited professional master's AT Program may be reviewed on an individual basis. In accordance with The Graduate School's transfer credit policy.

It is highly likely that the competencies covered in another Athletic Training Program's courses may differ from those covered in Liberty University'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 record of clinical 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.

GRADUATE ATHLETIC TRAINING COURSE DESCRIPTIONS

BIOM 513: Cadaver Anatomy

A study of the structure and function of the human body using a regional approach with emphasis on the detailed osteology, musculature, vasculature and innervation of each region along with a understanding of the interrelationship between organ systems. Concepts in physiology, histology, pathology and genetics including the maintenance of homeostasis, will be discussed

Prerequisite(s): Admissions into the MS Athletic Training Program

ATTR 500: Bracing, Taping, & Wrapping

This class is designed to provide hands-on opportunities for clinical application of preventive and treatment bracing, taping, and wrapping techniques for patients associated with the profession of athletic training.

Prerequisite(s): Admissions into the MS Athletic Training Program; Co-requisite: BIOM 513

ATTR 501: Foundations of Athletic Training

Students will be provided with an overview of the foundational components within the profession of Athletic Training. Topics include: Introduction to Athletic Training professional responsibilities and risk management; Overview of the basic pathologies pertaining to physically active individuals and sports related injuries, management skills, musculoskeletal conditions, and general medical conditions.

Prerequisite(s): ATTR 500

ATTR 503: Emergency Care

Advanced level of emergency care and risk management for individuals who have a job-related “duty to respond.” This course includes such topics as: Basic anatomy review; CPR/AED review, patient assessment; shock; bleeding; burns; oxygen and airway care; spine board use; environmental injuries; and other medical emergencies. Lab experiences included.

Prerequisite(s): ATTR 500; Co-requisite: ATTR 501

ATTR 505: Healthcare Translational Research and Statistics**ATTR 510: Clinical Integrations I**

This course will be to provide students with clinical integration experiences to prepare them to professionally interact with a wide variety patients across cultures. This course will also help students learn how to utilize their Christian faith to guide their professional clinical interactions in the Athletic Training Profession. Classroom and Clinical Education rotation with emphasis in clinical competencies associated with the application of extremity taping/wrapping and emergency care of athletic injuries through Standard Patient scenarios and clinical experiences.

Prerequisite(s): ATTR 501 & 503

ATTR 520: Examination & Treatment I

This course will use lecture and laboratory experiences to educate students on how to evaluate orthopedic related injuries and provide evidence-based patient care to treat those injuries. This will include the application, instruction, progression and probable outcomes of the use of therapeutic exercises and modalities used in athletic training to return patients with a foot or lower leg injury to their preinjury status.

Prerequisite(s): ATTR 501 & 503

ATTR 525: Examination & Treatment II

This course will use lecture and laboratory experiences to educate students on how to evaluate lower extremity orthopedic related injuries and provide evidence-based patient care to treat those injuries. This will include the application, instruction, progression and probable outcomes of the use of therapeutic exercises and modalities used to return patients with a knee, patellofemoral, hip, and low back injury to their preinjury status.

Prerequisite(s): ATTR 520

ATTR 511 Clinical Integrations II

Classroom and Clinical Integrated Education with emphasis on the principles of conducting hands-on physical examinations for injuries to the axial skeleton through Standard Patient scenarios and clinical experiences.

Prerequisite(s): ATTR 510

ATTR 530: Examination & Treatment III

This course will use lecture and laboratory experiences to educate students on how to evaluate upper extremity orthopedic related injuries and provide evidence-based patient care to treat those injuries. This will include the application, instruction, progression and probable outcomes of the use of therapeutic exercises and modalities used to return patients with a C-spine, Concussion, Shoulder, Elbow, Hand/Wrist injury.

Prerequisite(s): ATTR 525

ATTR 540: Examination & Treatment IV

Recognition and treatment of medical conditions and disabilities of patients involved in physical activity. Application of pharmacological principles in the treatment of illness, injury, and disease for a physically active population. Includes lecture and laboratory experiences.

Prerequisite(s): ATTR 530

ATTR 541: Pharmacology

Students will learn the 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(s): Co-requisite: ATTR 540

ATTR 600: Healthcare Administration

A study of the problems and considerations involved in the successful management of healthcare. Areas of discussion include: budget; facility design; ordering and inventory; and legal liability.

Prerequisite(s): ATTR 540 & 541

ATTR 610: Clinical Integrations III

Classroom and Clinical Education rotation with emphasis in clinical competencies associated with the evaluation of general medical conditions in a non-athletic population through clinical experiences.

Prerequisite(s): ATTR 511

ATTR 689: Thesis Proposal

Students will collaborate with a faculty mentor to develop the student's thesis proposal. At the completion of this course the student will be ready to begin data collection. Students will gain knowledge and experience with scientific reading and writing.

Prerequisite(s): ATTR 505

ATTR 611: Clinical Integrations IV

Classroom and Clinical Integrated Education with emphasis on the principles of conducting hands-on physical examinations for injuries to the axial skeleton through Standard Patient scenarios and clinical experiences.

Prerequisite(s): ATTR 610

ATTR 620: Manual Therapy Techniques

Lecture and laboratory experiences will include the application, instruction, progression and clinical outcomes of manual therapy techniques used in sports medicine to provide advanced care to patients during rehabilitation. Students will earn training in manual therapy techniques that include certifications in Graston technique and Corrective Exercise Specialist.

Prerequisite(s): ATTR 520, 525, & 530

ATTR 601: Healthcare Leadership & Patient Interactions

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 healthcare.

Prerequisite(s): ATTR 600

ATTR 625: Musculoskeletal Diagnostic Imaging

A study of theories and principles of uses of different diagnostic testing to enhance the diagnosis of injuries. Includes lecture, laboratory, and clinical experiences.

Prerequisite(s): ATTR 520, 525, 530, & 540

ATTR 612: Clinical Integrations V

This Classroom and Clinical Integration Experiences course will be to provide students with leadership & psychosocial skills to prepare them to interact with a wide variety patients across cultures and the successfully management of athletic training facilities through Standardized Patient scenarios and Clinical Integration Experiences – demonstrating learning over time. 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(s): ATTR 611

ATTR 630: Behavioral & Population Health

Didactic learning and clinical application of knowledge in the areas of Behavioral Health concerns and modifications, Healthcare delivery strategies and Patient center Health Advocacy

Prerequisite(s): ATTR 601

ATTR 680: Clinical Reasoning

Students will collaborate with a faculty mentor to collect, analyze, and synthesize data for the student's needs assessment and collected patient outcomes project from ATTR 511 & 611 . Scientific reading and writing experience will be gained in

the form of developing a publishable Critically Appraised Topic, and Case Study/Series to be sent for peer review publication and/or presentation of the project.

Prerequisite(s): ATTR 505 & 611

ATTR 690: Thesis Defense

Students will collaborate with a faculty mentor to collect, analyze, and synthesize data for the student's thesis. Scientific reading and writing experience will be gained in the form of developing a research abstract and manuscript to be sent for peer review publication and/or presentation of the thesis.

Prerequisite(s): ATTR 690

RETENTION STANDARDS

Once admitted to the program, students 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 Masters:** Students must achieve a minimum grade of "C". 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.
 - 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 academic and clinical courses in the order prescribed.
- **Codes of Conduct:** Satisfactory citizenship and behavior must be demonstrated as outlined in the *Graduate Athletic Training Program Handbook*, *NATA code of Ethics* and the *BOC standards of practice* (see links in appendix E).
 - 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 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.

SERVICE PROJECT POLICY

Each student must complete at least one service project prior to graduation.

COMPETENCY EXAM POLICY

Each student will be required to pass two written and four Objective Structured Clinical Examinations (OSCE) competency exams. Those exams will assess a student's knowledge and clinical application. The exams will cover curricular content from previous courses. The two written competency exams will be administered in May at the completion of the students' first year and in February of the students' second year.

Required scores for each of the selected competency exams are:

- Earn a minimum of **70%** on all written competency exams
- Earn a minimum of **75%** on all OSCE competency exams

This policy is to ensure students are retaining information across the curriculum and are prepared for the BOC Exam. In order to progress in the program from year 1 to year 2, students must meet the requirements listed above. Students must meet the above standard on the second written competency exam to be in good standing with GATP to be eligible for the BOC Exam. Students must be in good standing with the ATP to be eligible to take the BOC Exam.

Students will be given two attempts to pass each competency exam. If a student does not pass the competency on the first attempt, the student will meet with faculty to remediate prior to the second attempt. Not passing on the first attempt may affect a student's ability to register for the BOC Exam and thus affecting a student's employment opportunities.

Students have the ability to appeal in writing to the program director if they do not pass the competency exams on the second attempt. Appeals will be reviewed by the program director and AT faculty. Students will be provided a decision within one week of the appeal submission.

REMEDIATION POLICY

Liberty University's Graduate Athletic Training Program strives to prepare every student to 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 Graduate Athletic Training Program except 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. The faculty and students will design a remediation plan within the first 24 hours after exams are returned to the student. The completed remediation plan form needs to be provided to the program director upon completion of the form.
2. Students are required to practice OSCE's and practical exams during the assigned open lab times unless stated differently in the remediation plan.
3. Students must complete the remediation within a week or they will be removed from the clinical site.

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

DISCIPLINARY ACTION AND GRIEVANCE POLICY

The ATs at Liberty University are expected to follow rules as references in this Handbook, NATA code of Ethics and the BOC standards of practice. (Links provided in Appendix E). 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 the assigned clinical education expectations
- Not attending advising meetings
- Conduct unbecoming as described in this Handbook, NATA code of Ethics and the BOC standards of practice.

GENERAL DISCIPLINARY ACTION

- **1st 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
- **2nd Disciplinary Action**
 - Verbal and written communication from the Program Director regarding the violation
 - Meeting with the 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
- **3rd Disciplinary Action**
 - Expulsion from the program

ACADEMIC DISCIPLINARY ACTION

The Graduate 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 student 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 student 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 Graduate 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).

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 Graduate 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.



Athletic Training Clinical Education Policies & Responsibilities



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 Rotation Orientation Form (Refer to Evaluate for the example).

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 ethical standards and maintain professionalism at all times *as references in the Graduate Athletic Training Program Handbook, NATA code of Ethics and the BOC standards of practice.* (Links provided in Appendix E).
- Each ATS should use their cell phones strictly for purposes related to the clinical experience: 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.

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, especially with patient care.
- 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.
- To assure that every student has a minimum of one day off in every seven-day period from clinical education experiences.
- To provide the Co-Clinical Education Coordinators with all necessary paperwork when requested annually.

CLINICAL EDUCATION 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 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.

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 must ride with the official travel party (i.e. arranged school transportation).

DIVERSITY of ATS CLINICAL EDUCATION

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

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).

ATHLETIC TRAINING STUDENTS CLINICAL EDUCATION TYPES & DURATIONS

TERM	COURSE	TITLE	Type (Normal/Blended/ Immersion)	Location
SUMMER 1	NONE		NONE – NO Clinical Education Prerequisites Courses Residential Courses	Lynchburg Region/Area
FALL 1	ATTR 510	Clinical Integrations I	Normal – Clinical Education Residential Courses & Clinical Education 2 – 6 wks Experiences – Non-Immersive (2 wks; 6 wks; 6wks; 2 wks) @ (15 – 20 hours/wk)	Lynchburg Region/Area (On-Site - LU) (Athletic Population)
SPRING 1	ATTR 511	Clinical Integrations II	Normal – Clinical Education Residential Courses & Clinical Education 1 – 12 wks Experiences – Non-Immersive (2 wks; 12 wks; 2 wks) @ (15 – 20 hours/wk)	Lynchburg Region/Area (On-Site & Off-Site) (Athletic Population)
SUMMER 2	ATTR 512	Clinical Integrations III	Normal & Blended w/ Intensive/Immersion Clinical Education 1 – 2 wks (MAY) – Gen. Med./Non-Ath. Pop. 6 wks (JUNE – Mid JULY) Residential Courses 1 – 4 wks Immersion (AUG.) @ Athletic Pop.	Lynchburg/Various Region(s)/Area(s) (On-Site & Off-Site) (Athletic Population and/or Various Gen. Med./Non-Athletic Population)
FALL 2	ATTR 610	Clinical Integrations IV	Normal & Blended w/ Intensive/Immersion Clinical Education 1 – 8 wks – Non-Immersive (SEPT. – NOV.) 8 wks Normal Residential Courses 1 – 4 wks – Winter Immersion (DEC. – mid. JAN.)	Lynchburg Region/Area (On-Site & Off-Site) (Athletic Population and/or Various Gen. Med./Non-Athletic Population)
SPRING 2	ATTR 611	Clinical Integrations V	Normal & Blended w/ Intensive/Immersion Clinical Education Residential Courses & Clinical Education 1 – 4 wks – Immersion (mid. JAN. – mid. FEB.)	Lynchburg Region/Area (On-Site & Off-Site) (Athletic Population and/or Various Gen. Med./Non-Athletic Population)

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

Clinical Preceptor & Addresses

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. - Lovingston, 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

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 AD 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	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. The table below indicates which and when each evaluation/document need to be completed.

Term	Course/Title	Mid-term Forms of clinical rotation	End-Term Forms of clinical rotation
Fall 1	ATTR 510/Clinical Integrations I	<ol style="list-style-type: none"> 1. Clinical Education Orientation Form (due at start) 2. ATS self-evaluation 3. Preceptor evaluation of ATS 	<ol style="list-style-type: none"> 1. ATS self-evaluation 2. Preceptor evaluation of ATS 3. ATS evaluation of preceptor & clinical site 4. Reflection Paper
Spring 1	ATTR 511/Clinical Integration II	<ol style="list-style-type: none"> 1. Clinical Education Orientation Form (due at the start) 2. ATS self-evaluation 3. Preceptor evaluation of ATS 	<ol style="list-style-type: none"> 1. ATS self-evaluation 2. Preceptor evaluation of ATS 3. ATS evaluation of preceptor & clinical site 4. Reflection Paper
Summer 2	ATTR 512/Clinical Integration III	<ol style="list-style-type: none"> 1. Clinical Education Orientation Form (due at start) 2. ATS self-evaluation 3. Preceptor evaluation of ATS 	<ol style="list-style-type: none"> 1. ATS self-evaluation 2. Preceptor evaluation of ATS 3. ATS evaluation of preceptor & clinical site 4. Reflection Paper
Fall 2	ATTR 610/Clinical Integration IV	<ol style="list-style-type: none"> 1. Clinical Education Orientation Form (due at start) 2. ATS self-evaluation 3. Preceptor evaluation of ATS 	<ol style="list-style-type: none"> 1. ATS self-evaluation 2. Preceptor evaluation of ATS 3. ATS evaluation of preceptor & clinical site 4. Reflection Paper
Spring 2	ATTR 611/Clinical Integration V	<ol style="list-style-type: none"> 1. Clinical Education Orientation Form (due at start) 2. ATS self-evaluation 3. Preceptor evaluation of ATS 	<ol style="list-style-type: none"> 1. 1 ATS self-evaluation 2. Preceptor evaluation of ATS 3. ATS evaluation of preceptor & clinical site 4. Reflection Paper

- All the evaluations listed above are to be completed in **E*VALUE**.
- Clinical Education Personal Reflection papers are submitted to **CANVAS**.

PATIENT ENCOUNTERS- CASE LOG: CLINICAL PROCEDURES PROFICIENCIES REQUIREMENTS & EXPECTATIONS OF ATS

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/submitting **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.

ACADEMIC 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 during academic breaks.

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 takes priority over their outside employment.

PARTICIPATION IN ATHLETICS/EXTRACURRICULAR ACTIVITIES

Participation in the required clinical education 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 determined on a case by case basis. 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. All students getting scholarship for sports must get their schedule exceptions approved by the Program Director. Second year students will be required to do clinical immersion clinical education, therefore they most likely cannot be on sport's team.

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 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 are part of the Clinical Education courses and takes precedents. At no time are ATS excused from their assigned Clinical Education unless approved by the Preceptor and clinical coordinator.
- Student performance in their Clinical Education 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 ATSs 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. See the link below for more details: http://www.liberty.edu/media/1226/Sexual_Assault_Policies_Title_IX.pdf. NATA sexual harassment policy can be found in appendix F.

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 Graduate 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 Graduate Athletic Training Program Policies and Procedures Handbook/Manuals, the LU Department of Health Professions, and the LU School of Health Sciences.

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 encourage to build a strong professional relationship with the coaches they interact with during their Clinical Education.

- The student's primary responsibility is the health and wellbeing of the patients they encounter within their assigned Clinical Education. 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 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 one of the Clinical Coordinators 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.

The logo for Liberty University Athletic Training is centered in the background. It features a large, stylized 'LU' in red and blue, followed by the word 'LIBERTY' in a large, bold, blue sans-serif font. Below 'LIBERTY' is the phrase 'ATHLETIC TRAINING' in a smaller, blue sans-serif font.

APPENDIX A

CLINICAL EDUCATION

LU Graduate 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.

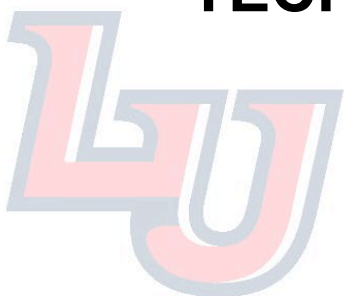
1. Clinical Rotation Orientation Form
2. Clinical Preceptor Evaluation
3. Clinical Self-Evaluation
4. ATP Evaluation of Clinical Preceptor/Clinical Site
5. Clinical Site/Clinical Preceptor Visitation Evaluation Form
6. ATP Clinical Preceptor Self-Evaluation Form



- 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 Graduate 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 Graduate 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 and clinical education 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, 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 patient's health record, revealing or discussing any material pertaining to the student-athlete (patient) 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 [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
 - 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

Terminology

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 WEBSITES



GRADUATE 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

Liberty University (LU) Sexual Harassment Reporting Link:

TitleIX@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

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

APPENDIX F

NATA SEXUAL HARASSMENT POLICY



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

APPENDIX G

OSHA POLICIES



LIBERTY
ATHLETIC TRAINING

**LIBERTY UNIVERSITY
GRADUATE
ATHLETIC TRAINING PROGRAM
OSHA PLAN**



LIBERTY
ATHLETIC TRAINING

LIBERTY UNIVERSITY GRADUATE 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. 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™ Liberty University Athletic Training Program ID:7767 a medhub product

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: jacoots@liberty.edu
Rank: Junior
Roles: Student

Urgent Tasks
Complete Pending Evaluations (3)
Complete Pending Coursework (1)

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

No Announcements Available

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 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 home page. The top navigation bar includes links for Home, Evaluations, Time Tracking, Case Logs, Learning Modules, and Reports. Below this is a secondary bar with Home Page and Other Tasks. The main content area is titled 'Welcome to E*Value' and contains several sections: 'My Information' with a link to update biographic information, 'Urgent Tasks' showing pending evaluations and coursework, 'Tasks' with links for clock in/out and logging new cases, and a 'Personal Calendar' for the week of June 11-17. A 'View myCalendar' button is 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' section. A yellow arrow points to the 'Home' tab in the top navigation bar. Another yellow arrow points to the 'Other Tasks' link in the secondary navigation bar. A third yellow arrow points to the 'Manage Personal Records' link in the 'Tasks' list on the 'Other Tasks' page. The 'Manage Personal Records' link is highlighted with a blue underline.

- 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

Key	Met	Pending	Not Met
Certifications			
Type: Basic Life Support (BLS) for Healthcare Providers	Event Date: Dec 9, 2016	Note: NSC Advanced First Aid/CPR/AED & BLS (Copy Placed in Student File)	Expiration Date: Dec 9, 2018
	Requirement: Ongoing	Status: Met	Edit
Type: HIPAA, Patient Confidentiality, Infection Control, Blood-Borne Pathogens & CPR/A	Event Date: Aug 28, 2016	Note: Signed & Placed in Student File	Expiration Date: Aug 28, 2017
	Requirement: Ongoing	Status: Met	Edit
Type: NPI #			One-time
	Requirement: Not Met	Status: Not Met	Edit
Immunizations			
Type: Background Check Clearance	Event Date: Dec 16, 2016	Note: Completed 12/16/2016 Confirmation # _____ Placed in Student File	Expiration Date: Ongoing
	Requirement: One-time	Status: Met	Edit
Type: Tuberculosis (TB/PPD Testing)			Ongoing
	Requirement: To Be Verified	Status: To Be Verified	Edit
Other			
Type: Biographical Data Sheet	Event Date: Aug 28, 2016	Note: Signed & Placed in Student File	Expiration Date: Aug 28, 2017
	Requirement: Ongoing	Status: Met	Edit
Type: Handbook Acknowledgment and Understanding	Event Date: Aug 28, 2016	Note: Signed & Placed in Student File	Expiration Date: Aug 28, 2017
	Requirement: Ongoing	Status: Met	Edit
Type: NATA Membership			Ongoing
	Requirement: To Be Verified	Status: To Be Verified	Edit
Add ad hoc entry			
Type: "choose type"	Event Date: 06/14/2017	Note: Note text	Expiration Date: "requirement"
	Requirement: "choose status"	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

Key	Met	Pending	Not Met
Certifications			
Type: Basic Life Support (BLS) for Healthcare Providers	Event Date: 12/09/2016	Note: NSC Advanced First Aid/CPR/AED & BLS (Copy Placed in Student File)	Expiration Date: 2018-12-09 00
	Requirement: Ongoing	Status: Met	Save Cancel
Type: HIPAA, Patient Confidentiality, Infection Control, Blood-Borne Pathogens & CPR/A	Event Date: 08/28/2016	Note: Signed & Placed in Student File	Expiration Date: 2017-08-28 00
	Requirement: Ongoing	Status: Met	Save Cancel
Type: NPI #			One-time
	Requirement: Not Met	Status: Not Met	Save Cancel
Immunizations			
Type: Background Check Clearance	Event Date: 12/16/2016	Note: Completed 12/16/2016 Confirmation # _____ Placed in Student File	Expiration Date: Ongoing
	Requirement: One-time	Status: Met	Save Cancel
Type: Tuberculosis (TB/PPD Testing)			Ongoing
	Requirement: To Be Verified	Status: To Be Verified	Save Cancel
Other			
Type: Biographical Data Sheet	Event Date: Aug 28, 2016	Note: Signed & Placed in Student File	Expiration Date: Aug 28, 2017
	Requirement: Ongoing	Status: Met	Save Cancel
Type: Handbook Acknowledgment and Understanding	Event Date: 08/28/2016	Note: Signed & Placed in Student File	Expiration Date: 2017-08-28 00
	Requirement: Ongoing	Status: Met	Save Cancel
Type: NATA Membership			Ongoing
	Requirement: To Be Verified	Status: To Be Verified	Save Cancel
Add ad hoc entry			
Type: "choose type"	Event Date: 06/14/2017	Note: Note text	Expiration Date: "requirement"
	Requirement: "choose status"	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)”

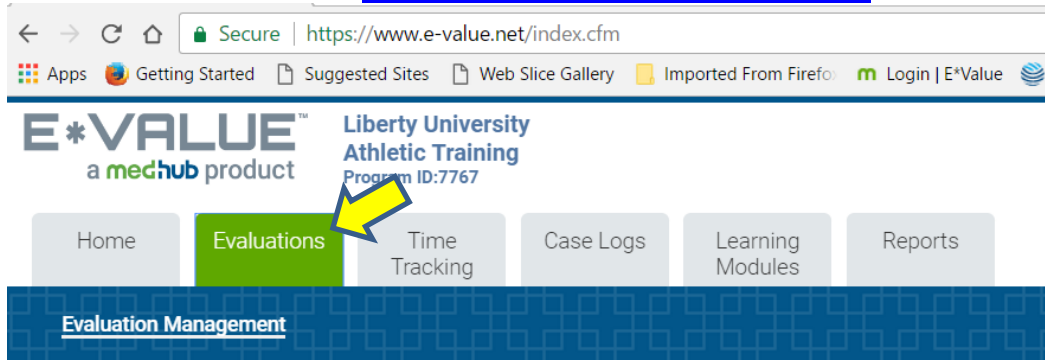
- f. **Biographical Data Sheet: LU ATP Clinical Preceptor Annual Demographic Form:**
(SEE ATTACHED FORM)
- i. Enter Appropriate “Event Date” *(Expiration Date, Requirement, and Status will automatically update)*
 - ii. Scan, Save, and Upload/Add Attachment of supporting document as: “year last name first 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 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>



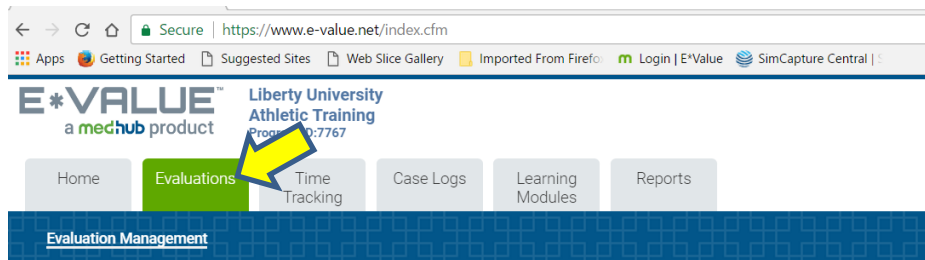
Evaluation Management

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

Complete Pending Evaluations



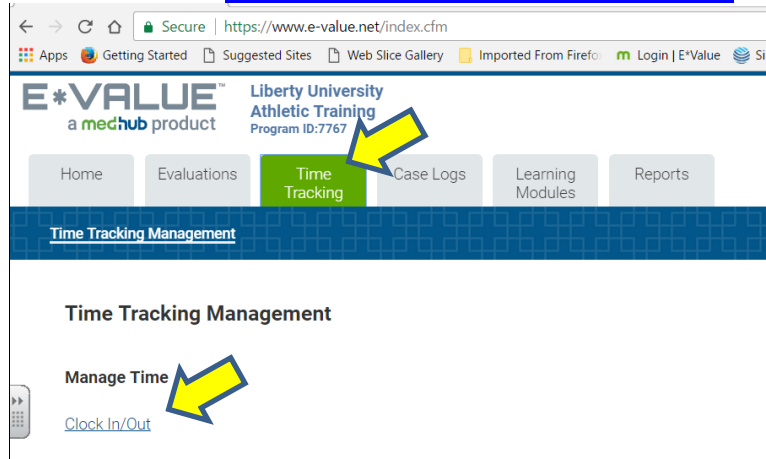
Course/Rotation:	ATTR 321 - Clinical Education III		
Period:	2016-2017 Junior Clinical Rotations S		
Edit/Status	Suspend	Evaluation Type(s)	Sub
Edit Evaluation	Suspend	Junior Self Eval Mid	Stude
Edit Evaluation	Suspend	Clinical Preceptor & Site Form	ATTR 321 Educa
Edit Evaluation	Suspend	Junior Self Eval Final	Stude

LU ATP 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:

Select details then click the "Clock In" button to begin tracking.

User *
Student Test

Task *
LU ATS Clinical Hours

Course/Rotation * ☒ scheduled only
ATTR 321 - Clinical Education II

Choose a Supervisor *
Coots, John

Site * ☒ scheduled only
LU ATP - Athletic Training Progi

Enter a comment about the shift (optional)

Clock In
System Clock: 23:24:27

To capture an accurate and consistent time record, the time logged will be based on E*Value's server time and your geographic location. Please note, the time displayed on screen is updated every 10 seconds, but the time captured will always be based on real time.

☒ Planned Duty Hours ☒ Unplanned Duty Hours ☒ In-House Call ☒ Vacation and other Non-Duty Hours

Supervision: Approved by supervisor: ☒ Requires approval by supervisor: ☐

Duty Hours for Student Test						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2	3
TOTALS						

- 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 links for Home, Evaluations, Time Tracking, Case Logs, Learning Modules, and Reports. The 'Time Tracking' tab is selected, leading to the 'Time Tracking Management' section.

The 'Clock In/Out' form is shown with the following fields:

- 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
- Enter a comment about the shift (optional)**: (empty text box)
- System Clock**: 23:26:40

Below the form, there is a section for 'Planned Duty Hours' and 'Unplanned Duty Hours'. The 'Planned Duty Hours' section shows a calendar view for June 2017, with a date selector set to 06/01/2017. The calendar displays a grid of dates from Sunday to Wednesday, with a highlighted date of 13 (Tuesday) showing 'LU ATS Clinical Hours' and 'Athletic Training - ATTR 321 - Clinical'.

The bottom section of the screenshot shows the 'Duty Hours for Student Test' table, which includes columns for dates from Sunday to Saturday, and a 'TOTALS' column. The table shows a total of 0.05 hours for the period.

LU ATP Student E*VALUE – “Case Logs” TAB

Instructions for Completing 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 displays the E*VALUE web application interface. At the top, the browser address bar shows the URL <https://www.e-value.net/index.cfm>. Below the browser, the E*VALUE logo is visible, along with the text "Liberty University Athletic Training Program ID:7767". A navigation bar contains several tabs: Home, Evaluations, Time Tracking, Case Logs, Learning Modules, and Reports. The "Case Logs" tab is highlighted in green, and a yellow arrow points to it. Below the navigation bar, a blue banner reads "Case Log Management". Underneath this banner, the heading "Case Log Management" is displayed. To the left of the main content area is a sidebar with a "Manage Case Logs" section. A yellow arrow points to the "Log New Case" link within this section. Below "Log New Case" is another link, "Review & Manage Submitted Case Logs".

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

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

E*VALUE™
a medhub product

Liberty University
Athletic Training
Program ID:7767

Home Evaluations Time Tracking **Case Logs** Learning Modules Reports

Case Log Management

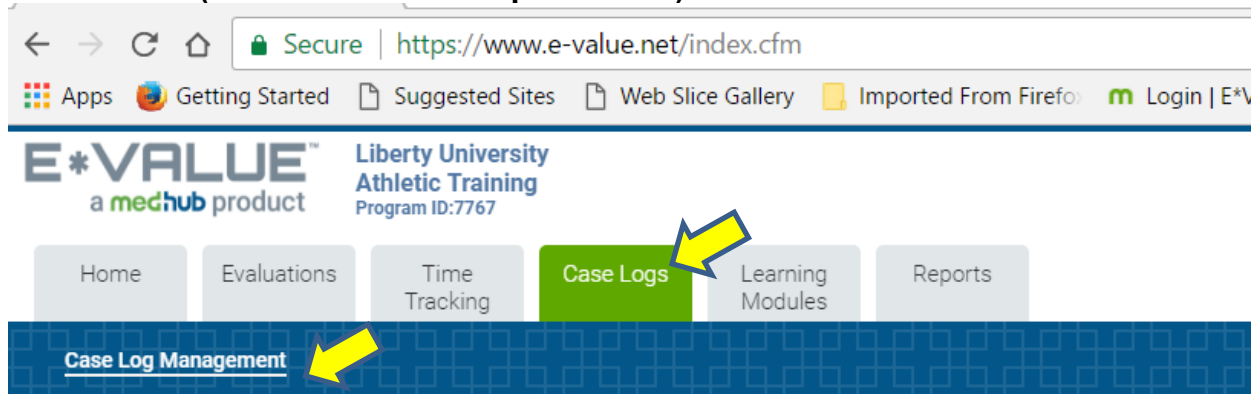
Case Log Management

Manage Case Logs

[Log New Case](#)

[Review & Manage Submitted Case Logs](#)

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:

Coursework Competency

Group: All Groups

Coursework Competency: *

Abdominal assessments (percussion, palpation, auscultation): Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: CE-2

Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC

Administer and interpret fitness tests to assess a client's/patient's physical status and readiness for physical activity. PHP-28

Administer supplemental oxygen with adjuncts (eg, non-rebreather mask, nasal cannula). AC-17

Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, eva

Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern. TI-17

Analyze the impact of immobilization, inactivity, and mobilization on the body systems (eg, cardiovascular, pulmonary, musculoskeletal) and injury response. TI-4

Anaphylactic shock: Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: PHP-17g

Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments EBP-14

Select your role in the Coursework Competency: *

Student- Completed in Coursework

Notes:

Add Coursework Competency

Primacy	Coursework Competency	Your Role	Notes	Remove	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:

Clinical Procedures

Group: All Groups

Clinical Procedure: *

Abdominal Region Dx

Abdominal Region Tx

Ankle Dx

Ankle Tx

Cervical Spine Dx

Cervical Spine Tx

Elbow Dx

Elbow Tx

Foot Dx

Select your role in the Clinical Procedure: *

Clinical Procedure Duration: *

Hours: 0 Minutes: 0

Notes:

Add Clinical Procedure

Primacy	Clinical Procedure	Your Role	Time	Notes	Remove	Move
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Save Record Cancel

* Required for Coursework Competencies Only

* Required for Clinical Procedures Only

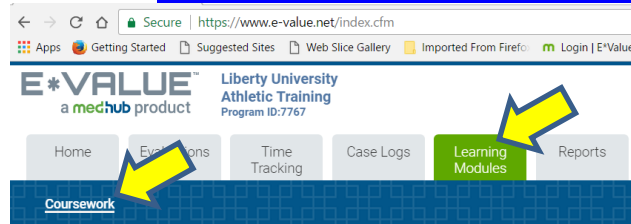
* Required for Both

LU ATP 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>



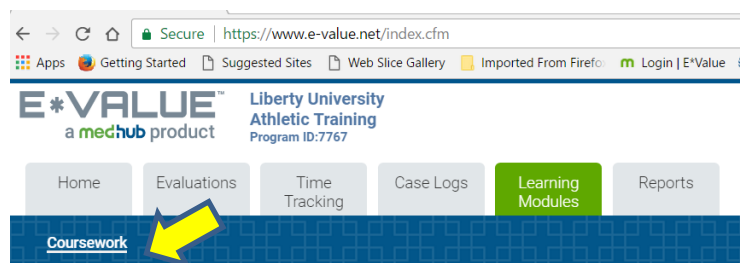
Coursework

Manage Coursework

[Complete Pending Coursework](#)

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

- a. **ATS must complete their portion first and submit them to their assigned Clinical Preceptor for review and FINAL submission.**
- b. ***These forms & goals must be discussed in person by ATS & Preceptor ASAP – within the 1st 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	Click to Complete Coursework	Assigned Date	01/16/2017
	Clinical Orientation Form	Due Date/Time	01/20/2017 by 01:00 PM

LU ATP 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. At the top, the browser address bar displays <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. On the right, there are links for "Student Test", "Help", and "Favorites". A navigation bar contains tabs for "Home", "Evaluations", "Time Tracking", "Case Logs", "Learning Modules", and "Reports". The "Reports" tab is highlighted in green and has a yellow arrow pointing to it. Below the navigation bar, there is a "Reports" section with a search bar and a "Filter By" dropdown menu. The "Reports" section is divided into three columns, each with a yellow arrow pointing to it. The first column, "Course/Rotation Reports", includes links for "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", and "Student Compliance Audit Log". The second column, "Case Log Reports", includes links for "Coursework Competency Logs by Student" and "Clinical Procedure Logs by Student". The third column, "Evaluation Site Reports", includes links for "Site List", "Personal Records", "Personal Records Crosstab", and "View User Personal Records Status". The "Reports" section also includes "Scheduling Reports" (with a link to "Schedule Report") and "Time Tracking Reports" (with a link to "Time Tracking Data Download").

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

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

APPENDIX I

**GRADUATE ATHLETIC TRAINING
PROGRAM REMEDIATION
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 education 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
Graduate 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.33-35)

_____ Sexual Harassment & Social Media Policy (p.49 & 50)

_____ Confidentiality, HIPAA, FERPA Training Policy (p.60-65)

_____ Remediation policy, Acceptable Patient Interaction Policy, ATS Supervision Policy (p.31, 59, 68)

_____ OSHA clinical practice regulations & BBP Training Policy (p. 75-78)

_____ BBP Post-Exposure Plan (p.79)

_____ Service project and Patient-encounter requirement prior to graduation (p.30, 46)

I, _____, acknowledge receipt of the Liberty University Graduate Athletic Training 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.**