

College of Rehabilitation Sciences
Master of Science in
Athletic Training
Student Handbook
2023-2024

Notice of Equal Opportunity

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean, the Title IX Coordinator, or Human Resources - Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws.

Purpose of Handbook

This Student Handbook serves to share certain resources, policies, and procedures that may be useful to you during your graduate studies in the Master of Science in Athletic Training program in the Jefferson College of Rehabilitation Sciences. While we have attempted to provide you with a comprehensive handbook, it does not stand alone. Students are responsible for understanding academic policies and procedures of Thomas Jefferson University and the Jefferson College of Rehabilitation Sciences (JCRS). Important University wide policies, including the Community Standards and Student Sexual Misconduct Policy are found on the Thomas Jefferson University Student Handbook website at www.jefferson.edu/handbook. Students are also directed to the policies and procedures contained in the JCRS Student Handbook, which can be found at <https://www.jefferson.edu/academics/colleges-schools-institutes/rehabilitation-sciences/student-resources.html>.

If you should have any questions throughout your academic career here, we encourage you to reach out to your program director, advisor, or department chair.

Disclaimer Statement

The Master of Science in Athletic Training Program of the Department of Exercise Science reserves the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between or among the College, its students or its employees or agents.

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Welcome to the Department and Program

Message from the Chair

The Department of Exercise Science is home to the graduate Athletic Training Program and the undergraduate Exercise Science Program. The department is located on the East Falls campus in the state-of-the-art Ronson Health and Applied Science Center. The department's goals are to provide students with the knowledge and skills necessary to provide evidence-based care to patients and clients, to be leaders in their respective professions, and to live by Jefferson's established values of:

1. Put People First
2. Be Bold and Think Differently, and
3. Do the Right Thing

Please feel free to look through the department website to see everything we have to offer at Jefferson. If you have any questions, don't hesitate to reach out to me directly. Thanks for your interest in the Department of Exercise Science at Thomas Jefferson University.

Stephen J. Thomas, PhD, ATC
Associate Professor and Chair
Department of Exercise Science
Stephen.Thomas@jefferson.edu

Message from the Program Director

Our [Master of Science in Athletic Training](#) is designed to help meet the growing demand for ATs. This unique professional program prepares highly motivated students with an interest in the medical field to provide comprehensive, patient centered medical care for physically active individuals. Our graduates leave with an in-depth knowledge of anatomy, pathomechanics and clinical application in addition to patient centered, evidence informed care to create forward thinking health providers who care for the whole person. In addition to a variety of course work in prevention, emergency care, orthopedic and general medical assessment and treatment of injuries and illnesses as well as health care administration, our program offers up to 38 weeks of immersive, hands on, clinical experience working alongside athletic trainers and health professionals in a variety of settings.

We are excited to have you join our program and profession. If you have any questions or concerns, please don't hesitate to contact me.

Kelly D. Pagnotta, PhD, LAT, ATC
Associate Professor and Program Director
Master of Science in Athletic Training Program
Kelly.Pagnotta@jefferson.edu

Core Values

Mission Statements

Mission Statements

- University Mission**
 - We Improve Lives.
 - We are a university with preeminence in transdisciplinary, experiential professional education, research and discovery, delivering exceptional value for 21st century students with excellence in architecture, business, design, engineering, fashion & textiles, health, science and social science - infused with liberal arts.
 - <https://www.jefferson.edu/about.html>
- College Mission**
 - The mission of Jefferson's College of Rehabilitation Science is to optimize the function, participation and well-being of people and society through innovative, collaborative, accessible and inclusive education, research, and practice.
 - <https://www.jefferson.edu/academics/colleges-schools-institutes/rehabilitation-sciences/about-us/mission-vision-values.html>
- Department Mission**
 - We improve lives by preparing innovative and forward-thinking leaders, conducting impactful patient-centered research, and giving back to our community.
 - <https://www.jefferson.edu/academics/colleges-schools-institutes/rehabilitation-sciences/departments/exercise-science/overview.html>
- Program Mission**
 - Through Jefferson's inclusive, collaborative, evidence-informed, and hands-on **Nexus Learning™** approach, we cultivate future athletic trainers who improve lives.
 - <https://www.jefferson.edu/academics/colleges-schools-institutes/rehabilitation-sciences/departments/exercise-science/athletic-training/overview.html>

The Mission of the MSAT program is: Through Jefferson's inclusive, collaborative, evidence-informed, and hands-on [Nexus Learning™](#) approach, we cultivate future athletic trainers who improve lives. We align our mission with that of the Department of Exercise Science, Jefferson's College of Rehabilitation Science and Thomas Jefferson University.

Values

The MSAT program strives to uphold the values established by Jefferson's College of Rehabilitation Sciences.

Fostering a Shared Commitment

It starts with me...

Question, Question, Question.

- Leverage the possibilities of questions.
- Find the value in not knowing and ask more questions.

Be a Self Observer.

- Intentionally awaken your observer self and believe in your capacity for growth.

Engage with Learner Allies.

- Practice curiosity, thoughtfulness and open mindedness.
- Listen.
- Reflect.
- Confirm.
- Respond.

Hold Ourselves Capable.

- Show up with accountability and responsibility.
- Be an inquiring and resourceful agent of change.

Practice Presence and Patience.

- Be present and patient in making progress.
- Perfection is not the goal.

Nurture our Shared Success.

- Engage in supportive interactions and seek opportunities to cultivate the best in everyone.
- Activate an "other-centered" mindset.

Be Authentically Inclusive.

- Promote belonging and an environment where all people matter.
- Uplift individuals on the margins.

Show Gratitude.

- Recognize the opportunities we have for making an impact on the lives of everyone who comes in contact with us.

Educational Philosophy & Curriculum Design

Program Learning Outcomes

1. Participate as a part of a healthcare team by collaborating with colleagues through a complex medical system.
2. Use physiological, anatomical and evidence-based knowledge in the clinical settings.
3. Behave in a manner consistent with the code of conduct and standards of professional practice set forth by the Athletic Training governing bodies.
4. Locate, evaluate and apply evidence-based resources to build knowledge and support athletic training practice.
5. Demonstrate administrative duties affiliated with the athletic training profession.
6. Identify, describe and develop management plans for individuals with psychosocial disorders and/or mental health emergencies.

Program Accreditation

Jefferson's Athletic Training Program is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE). For more information regarding the accreditation process, please contact the CAATE head office. Inquiries and complaints can be filed with the CAATE, by contacting the CAATE at the address below or by submitting the complaint to: <http://caate.net/contact/>. Before filing a complaint with the CAATE, the student should explore all avenues to resolve the issue at the institution. Note that the CAATE does not accept anonymous complaints but does keep all information regarding the complaint confidential.

CAATE
6836 Austin Center Blvd., Suite 250
Austin, TX 78731-3193
(512) 733-9700

Certification/Licensure Eligibility

Because Jefferson's MSAT program is accredited by the Commission on Accreditation of Athletic Training Education, students are eligible to sit for the Board of Certification (BOC) exam during their last semester in the program. Once this national exam is passed, it allows students to apply for licensure in the state in which they choose to practice. "Currently, 49 states and the District of Columbia regulate the practice of athletic training. Individuals must be legally recognized by the appropriate state regulatory agency prior to practicing athletic training. The BOC exam is recognized by all Athletic Trainer state regulatory agencies to meet their exam requirement. Compliance with state regulatory requirements is mandatory and the only avenue to legal athletic training practice."- Board of Certification
<https://bocatc.org/state-regulation/state-regulation>.

For more information on the Board of Certification, candidate criteria and exam procedures, please see www.bocatc.org

Curriculum

MSAT Course Sequence		
Year 1	Fall 1 (8 weeks: Aug-Oct) ATP 600 Emergency Care (4 credit) ATP 602: Scientific Inquiry and Writing (1 credit) ATP 605 Fundamentals of Athletic Training (4 credits) ATP 610 Basics of Rehabilitation (3 credits) ATP 615 Functional Human Anatomy (3 credits)	Spring 1(8 weeks: Jan- March) ATP 625 Prevention, Evaluation and Treatment of Athletic Injuries I (Upper Extremity) (4 credits) ATP 630 Therapeutic Modalities (3 credits) ATP 635 Human Physiology (3 credits) ATP 645 Motor Control and Human Movement (3 credits)
	Fall 2 (8 weeks: Oct- Dec) ATP 620 Practicum in Athletic Training I (3 credits) *Immersive Clinical	Spring 2 (8 weeks: March- May) ATP 640 Practicum in Athletic Training II (3 credits) *Immersive Clinical
	Total Fall Credits= 18	Total Spring Credits= 16
Summer	Summer 1 or Summer 2 (6 weeks: May- June OR June- Aug) ATP 660 Specialty Practicum in Athletic Training (2 credits)*Immersive Clinical	
	Summer (12 weeks: May- Aug) ATP 691- Research/Collaborative Project (1 credit) (Asynchronous online course)	
	Total Summer Credits (3)	
Year 2	Fall 1 (8 weeks: Aug-Oct) ATP 661 Practicum in Athletic Training III (3 credit) *Immersive Clinical	Spring 1 (8 weeks: Jan- March) ATP 662 Practicum in Athletic Training IV (3 credit) *Immersive Clinical
	Fall 2 (8 weeks: Oct- Dec) ATP 665 Prevention, Evaluation and Treatment of Athletic Injuries II (Lower Extremity) (4 credits) ATP 675 Strength and Conditioning (3 credit) ATP 685 Organization and Administration in Athletic Training (2 credits) ATP 690 General Medical Condition and Pharmacology in Athletic Training (3 credit)	Spring 2 (March- May) ATP 670 Prevention, Evaluation and Treatment of Athletic Injuries III (Spine and advanced techniques) (4 credits) ATP 695 Psychological Aspects of Injury and Rehabilitation (3 credit) ATP 696 Special Topics in Athletic Training (2 credits) ATP 692 Research/Collaborative Project II (1 credit)
	Total Fall Credits= 15	Total Spring Credits= 13
GRADUATION MAY Total Program Credits= 65		



This is a lock-step curriculum. Students must successfully complete the prior semester’s course work in order to progress in each subsequent semester through the curriculum. This includes completing each accelerated semester within the Fall/Spring/Summer in order to progress to the subsequent 8 weeks.

Academic Performance Requirements

Academic Progression

Students are required to earn a B- or better in all courses and maintain a semester and cumulative GPA of 3.0 to remain in good academic standing within the program.

AT Milestones

Students are expected to reach the designated level on each of the AT Milestones in order to progress to the next clinical rotation.

After completion of:	Milestone Expectation
ATP 620 and 640	Minimum of Level 1 for all milestones
ATP 660 and 661	Minimum of Level 2 for all milestones
ATP 662	Minimum of Level 3 for all milestones

Students not meeting the level of Milestone expectation will be placed on a performance improvement plan. All objectives within the performance improvement plan, including appropriate milestone achievement must be met prior to beginning the next clinical rotation or graduation.

Comprehensive Examination

At the end of the Spring Semester of the first year, students will be required to complete a comprehensive examination based on all previous course work. The Comprehensive Examination is comprised of 200-questions and students will have 2 hours to complete it. Students will have **ONLY TWO** attempts to pass the comprehensive examination. Students must obtain 80% or better to pass. Students must obtain at least 60% on the initial attempt to be permitted to retest. Students will also be required to undergo remediation (following the first attempt of the examination) to be eligible to retest. The student must successfully pass the comprehensive examination to progress in the program. Students who do not pass the comprehensive examinations according to the standards above will be dismissed from the program.

Graduation Requirements

To graduate, students must fulfill the credit-hour requirements and complete the required courses for the Master of Science in Athletic Training program. To be certified for graduation, a candidate must have:

- Earned a minimum 3.0 cumulative grade point average
- Earned a grade of B- or better in all required coursework. One standing grade of C+ is allowable.
- Achieve a level 3 on all AT Milestone assessments.
- Completed all University graduation application procedures.
- Met all outstanding financial and other compliance obligations to the University.

Probation

A student will be placed on probation if:

- Their semester GPA falls below 3.0.
- Their cumulative grade point average (CGPA) falls below a 3.0
- A student earns a “C” range grade (C-, C, C+) in any course (didactic or clinical)
 - Please note: A student may receive one grade of C+ without being required to repeat the course or being placed on academic probation for grade in a course. A second earned grade of C+ will result in probation.
 - Students placed on probation for grade in course will be required to repeat that course the next term the course is offered.

- Students will be not be permitted to continue to make progression in the program until the course can be repeated. Students will remain on probation until the course can be repeated. Students will be decelerated and placed on a leave of absence until the course can be repeated.
- Behavior and/or conduct deemed unprofessional or not in alignment with department, college, and/or university expectations, which do not rise to the level of an immediate recommendation for dismissal.

Probation Related to GPA

Students who receive the minimum passing grade in their coursework but are placed on academic probation due to a semester or cumulative GPA below 3.0 must achieve a cumulative and semester GPA of 3.0 or above in the subsequent semester to return to good academic standing. If the student does not take a full course load (9 credits) in the subsequent semester, the probationary period may be extended an additional semester.

At the end of the probation period

The student achieves the minimum cumulative/semester grade point average and is reinstated in good standing,

OR

The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the program for academic underachievement.

In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Program Director may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below 3.00, the student is dismissed for academic underachievement.

Probation Related to Grade in Course

Students who are placed on academic probation due to a grade received in a course will remain on academic probation until the course can be repeated and the student earns a B- or better in the repeated course and a cumulative GPA of 3.0 or better or the student may be dismissed.

Course Repeat Policy

Students are required to repeat a course in which they receive a C range grade (C-, C, C+); however only one course can be repeated (didactic or clinical) throughout their MSAT curriculum. This excludes the first C+ grade earned. The course must be repeated the next academic term in which the course is offered. Students must earn a minimum grade of a B- on a repeated course. Upon completion of the repeated academic course or clinical rotation, the subsequent grade earned will replace the initial grade in the calculation of cumulative GPA; however, the original grade earned will remain on the student's transcript. If a student does not achieve a minimum of a

B- in the repeated course, the student will be dismissed from the program. If after repeating a course, a student's GPA remains below the minimum required 3.0, the student may be considered for dismissal.

Dismissal From the Program

- Failure to meet GPA/course grade requirements at the end of a student's probationary period
- More than 1 earned grade in the C range (C-, C, or C+)
 - Please note that this excludes the allowable one standing C+ grade
- Any grade earned below C-
 - Please note: If a student earns a grade below C- in a didactic course, and/or multiple C range grades in the first fall/spring semester of Year 1 in the program, the student will be dismissed and prohibited from participating in the Immersive clinical rotation in Year 1 (ATP 620/ATP 640)
- Failure to earn minimum B- or higher in a repeated course
- Failure to pass the Comprehensive Examination after a second attempt and/or achieving less than a 60% on the first attempt.
- Failure to meet expectations outlined in a professional behavior, learning contract, and/or performance improvement plan
- Unprofessional behavior and/or conduct that violates the University's Community Standards (<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/code-of-conduct.html>)

Readmission Procedure

Matriculated students who have been dismissed from the MSAT program may petition for readmission within 1 year of dismissal directly to the Program Director. Students interested in applying for readmission must submit the following information directly to the Program Director:

- A letter requesting consideration for readmission to include:
 - A description of the events that contributed to the dismissal.
- An outline of planned or completed activities since separation to support success upon potential readmission.

The Program Director will review each student's request. This review may include review of the student's academic record, meetings with the student, discussions with program faculty, and any additional information that will assist the Program Director in reaching an informed recommendation. The Program Director is the final decision regarding readmission.

Please note: All readmitted students are subject to the academic and curricular requirements in place at the time of readmission. Additionally, start terms for the readmitted students will be determined by the program and based on the student's

plan of study; readmitted students cannot assume that they will start in the next immediate term after readmission has been granted.

The student's Program Director will indicate any requirements that the student must meet upon readmission. The student will be held responsible for fulfilling these special criteria of academic performance established with the program upon readmission, in addition to the overall program and College requirements for achieving good academic standing.

Students are only eligible to apply for readmission once.

Students who have not been enrolled within JCRS for greater than a 1-year period of time must re-apply for admission through the Office of Admissions.

Additional Academic Policies

Time Restriction to Degree Completion

This is a full-time 2-year (5 semester) lock-step program and was designed to be delivered sequentially, where concepts and skills are introduced, expanded upon, and mastered across the program and where competencies are enhanced at different points across the curriculum. As such, students are expected to be enrolled continuously as full-time students during the entirety of their time in the program, unless a leave of absence has been granted or a student is repeating a course. If a personal or medical leave of absence is required, the leave must be approved and must not exceed one calendar year. After one year, students must follow the readmission procedures.

Students must complete the MSAT program within 4 years, beginning with the first semester they enroll in courses as a matriculated student and inclusive of any leaves of absence from the program.

Policy on transfer credits, challenge exams, credit by exam, course by appointment

Due to accreditation standards, transfer credits, challenge exams, credit by exam and course by appointment are not accepted.

Specific Requirements for the MSAT program

Additional Costs Associated with the MSAT Program

In addition to the regular university fees (<https://www.jefferson.edu/tuition-and-financial-aid/tuition-information.html>), students must assume costs for equipment and supplies, field experience transportation, lab fees, drug testing, and criminal background checks, FBI and child abuse clearance. The expected costs are estimated as follows:

Approximate Additional Cost (Subject to Change)

Lap Top/Tablet Device (Microsoft compatible)	Dependent upon preference
Textbooks and Supplies	~\$200.00. Most textbooks are included with tuition online via the University Library system.
Housing	Dependent upon location/roommates
Transportation	Dependent upon fuel cost/distance travelled
Food	Variable
Attire	Variable
Student Member of NATA in PA	\$85.00 for non-certified per year
BOC test and re-take	\$300.00 each
HPSO Student Supplemental Liability Insurance (if applicable)	\$38.00 per year for \$1,000,000 - \$3,000,000 Policy
Drug Testing/Background Checks/ Other Health Immunizations	Variable
BLS CPR & AED Professional Rescuer Recertification	Provided by the program at Orientation

Please note, dependent upon field experience site requirements, student may incur additional expenses to meet site placement requirements.

Departmental Regulations and Policies

Professional Behavior

The MSAT Program strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society. This environment is made possible only through full participation of all members of the University community. A key expectation of this community of scholars, educators, practitioners and students is the adherence to the highest standards of professional and ethical behavior. Academic performance is one indicator of success for TJU students. Students are also expected to demonstrate professional behavior, to accept responsibility for their actions, and to expect the same from their peers. The University expects students to perform their work honestly, pay debts promptly, comply with public laws and respect the property of the University, the community and fellow students.

All individuals and organizations affiliated with the University or using the name of the University are expected follow a code of behavior consonant with the high standards of professional behavior and the reputation of the University. Professional behavior is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, research or laboratory activities. Students are expected to know and comply with the specified rules for each of their academic and clinical experiences. Students are evaluated on professional behavior in addition to academic performance. Failure to meet the

standards for professional behavior may result disciplinary action, up to and including dismissal from the program. The specific responsibilities of students are outlined in this manual and throughout college and university policies. The University Community Standards can be found at <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/code-of-conduct.html>

Please note that program or course policies on professional behavior may be more specific than the University policy.

Attendance/Timeliness

Active participation in the academic and clinical experiences indicates the student's understanding and mastery of professional responsibilities. Students should always prioritize attending didactic classes and clinical rotations. When it is necessary for students to be absent from required program activities (academic or clinical), students must approach such absences with the same standard of professional responsibility required of practicing healthcare providers; professional responsibility extends to one's client's/patients and members of one's healthcare team. Extracurricular activities should not interfere with didactic or clinical obligations. If there are obligations that may impact clinical experiences they should be discussed with the Clinical Education Coordinator (CEC) four weeks before any conflict.

Attendance in classes, lectures, laboratory and hands on experience is expected. If a student is unable to attend, they must communicate with the course instructor regarding the ability to obtain or make up missed material and experiences. Not all experiences are able to be made up. Please see course syllabi for course specific requirements. Excessive absences and/or tardiness will result in a professionalism contract.

Absence from clinical experience without expressed permission from both the preceptor and CEC need to be made-up and is at the discretion of the CEC for timing and location. All absences will be tracked by the CEC and reported to the Program Director as necessary. Every effort should be made to reduce absences whenever possible. Physician appointments, physical therapy, dental appointments or any other scheduled appointment should be scheduled in the least disruptive way possible.

For extended absences that the student is not able to make-up, the entire rotation may need to be repeated.

Students who are confirmed positive, symptomatic or those who have been exposed to COVID-19 should follow the policy of the University and their clinical site. If the policy of the internship or clinical site is more stringent than Jefferson's policy, students should follow the policies for their clinical site.

Rules of the Learning Environment

Students are expected to come to class prepared and ready to learn and engage with their peers and faculty. Students are expected to complete all readings or assignments prior to class in order to be ready to discuss and engage. During all classroom activities, including, but not limited to discussions, debates, and case studies, students are expected to demonstrate respect for all members of the classroom community. Patient-centered, inclusive language is expected to be used in all interactions. Students should always refrain from using earbuds, headphones, and wireless communication devices that otherwise would interfere with the learning environment of themselves and their peers.

Orientation Modules and Yearly Compliance

Students are required to complete training and compliance modules at orientation and then yearly for matriculation. These may include but are not limited to University Orientation and Jefferson Students HIPAA and Safety Training. Students who do not complete these modules may be prohibited from attending their clinical rotation.

Overall Dress Code

Students are reminded that they are studying to become a healthcare provider and should maintain appropriate dress and personal hygiene at all times. Clothing should be clean, free of rips/tears and free of any offensive or inappropriate language/graphics.

Lab Rules and Attire

Students are expected to come on time, prepared to participate in all laboratory activities. If there is an excess of three unexcused tardiness situations, students will be contacted by the instructor and Program Director and may be placed on a professionalism contract. To fully participate, students should come appropriately dressed for the day's activities. In general, lab attire is consistent with appropriate attire for clinical rotations, unless otherwise noted by the instructor. Students, however, may wear athletic clothing in lab including leggings, gym shorts, and tank tops.

<u>What is Acceptable</u>	<u>What is NOT Acceptable</u>
Hair pulled back	Jeans
Comfortable shoes that you can run in	Dangling jewelry (should have no danger of catching or causing injury)
Watch with a second hand	Long fingernails (must be suitable for manual therapy)
Leggings, yoga pants	Open-toed shoes
Sweat suits	Tongue and lip jewelry (may interfere with emergency care procedures)
Tank tops	Fake fingernails (associated with disease transmission)

Program Communication

There is an ever-increasing reliance on electronic forms of communication (e.g. email, text) among faculty, staff and students at Jefferson. In particular, e-mail, text messaging and Canvas have become efficient methods of communication that has many advantages over printed communication. Because of the importance of these types of communication, electronic communication is considered one of the official forms of communication at the University. The University ensures that students will have access to a university e-mail account, outlines the student's responsibilities in having such an account, and establishes expectations for electronic communication between faculty and MSAT students for educational purposes and between the University and students for university business purposes. Refer to Jefferson's Student Email Policy: <https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/student-email-policy.html>.

Communication With Students

Program faculty, staff, and preceptors determine how electronic communication will be used in their classes/clinical education. Electronic communication requirements and expectations are described in course syllabi and during clinical education assignments.

Student Use of and Responsibilities Associated With University E-Mail

Students are expected to check their official e-mail accounts on a year-round, frequent, ongoing, and consistent basis in order to receive program, College and University communications in a timely manner. It is expected that students check their e-mail at least three times per day (morning, noon, and evening). It is the student's responsibility to report any problems with e-mail accounts to the helpdesk (<http://www.eastfalls.jefferson.edu/oir/TechnologyHelpDesk.html>)

Student Grievance

All members of the Thomas Jefferson University Community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure is intended to allow students this mode of expression. For academic grievances within the program, students should refer to the Student Grievance Procedure outlined in the JCRS Student Handbook. For grievances external to the academic program, students should consult the Grievance Procedure outlined in the Rights and Responsibilities section of the TJU Student Handbook.

Course Evaluations

University and program policy directs that students be given the opportunity to evaluate the quality of their coursework. To do so, anonymous, Likert-style questionnaires are administered, usually through Canvas and/or AEFIS, to solicit feedback regarding the courses and the instructors who deliver those courses. Also included in these instruments is space for open-ended feedback. Again, please provide thoughtful and constructive feedback and suggestions for improvement when indicated.

Course evaluations are used by instructors to improve both their own teaching skills and the design and implementation of their courses.

All course evaluations, including any written comments submitted by students are collected (on-line), are anonymous, and course faculty receive the aggregate data after final grades for the semester have been submitted.

Academic Advisors

Students are assigned to a full time Athletic Training program faculty member for assistance and advice throughout their academic careers. Students who feel that a different advisor will improve the advising relationship may ask the program director for a change.

Students can expect their faculty advisor to:

- Be available by appointment and during office hours.
- Provide professional and academic guidance.
- Advise students of available university counseling services and additional university resources, if needed.
- Advise students regarding appeal and grievance processes.

Clinical Practices and Policies

Clinical Education Overview

Clinical experiences are a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Immersions provide students the opportunity to gain valuable applied experience and make connections in the professional field. Students will apply athletic training clinical skills in real life situations or simulations under the supervision of a preceptor. The skills developed by the students will address standards listed under the following content areas: Patient- Centered Care, Interprofessional Practice and Interprofessional Education, Evidence-Based Practice, Quality Improvement, Health Care Informatics, Professionalism, Patient/Client Care, and Health Care Administration. Students will be exposed to routine areas of athletic training including, prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Clinical experiences are arranged by the Clinical Education Coordinator for the MSAT program. Supervision is inherent in the clinical education model. Supervision means that your preceptor is immediately accessible at the venue where you are and is within auditory and visual range.

Satisfactory Progress of Clinical Performance

Clinical performance is assessed via an ongoing process that occurs throughout each, and across all, clinical experiences. The assessment process includes a combination of self-reflection and preceptor feedback related to core areas of athletic training practice. Students track their progress in each area identifying their role in decision making, feedback received from preceptors throughout the experience, plan for improvement, and self-assessment of their degree of progress towards achieving competence. Preceptors complete a mid-semester and final assessment of the student's progress. Students are expected to achieve a minimum grade of B- or better in each clinical experience.

Students are expected to reach the designated level on each of the AT Milestones in order to progress to the next clinical rotation.

After completion of:	Milestone Expectation
ATP 620 and 640	Minimum of Level 1 for all milestones
ATP 660 and 661	Minimum of Level 2 for all milestones
ATP 662	Minimum of Level 3 for all milestones

Students not meeting the level of Milestone expectation will be placed on a performance improvement plan. All objectives within the performance improvement plan, including appropriate milestone achievement must be met prior to beginning the next clinical rotation or graduation.

Students will also complete final assessment on their preceptors, the results of which, will be shared with the preceptor after the student's final assessment has been completed.

Pre-requisite paperwork requirements

The College requires all students to annually meet PA Child Abuse and PA Criminal Background clearance requirements, in addition to maintaining current CPR/Basic Life Support certification. Students are provided with emergency cardiac care via Basic Life Support training by the program at orientation. All students must complete CPR training during orientation. Any student who does not complete CPR certification at orientation must complete it within the first 2 weeks of the semester at a time that is determined by the instructor. Students will not be placed at any rotation until CPR certification at Jefferson is complete. Students are expected to upload their CPR card to EXXAT.

In addition to the annual requirements of the College, drug screening, additional criminal background, child abuse checks, and/or additional clearances/certifications may be required by some clinical sites. These must be completed in accordance with the site's deadlines. The site and the AT program may prohibit a student's participation in clinical rotation if pre-requisite coursework is not satisfactorily completed in accordance with program and site timelines. This will result in a delay

in the student's time to degree. Students are responsible for the costs associated with all clearances.

Clinical rotation sites that require a criminal background check, child abuse clearance and/or fingerprinting may also deny a student's participation in the clinical experience because of a felony or misdemeanor conviction or a record of child abuse. Clinical rotation sites may also deny participation in clinical experiences for other reasons, such as failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in the delay of graduation or the ineligibility to graduate from the program.

Regardless of whether or not a student graduates from Jefferson, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

Student Placement & Site Selection

The Clinical Education Coordinator is responsible for assigning clinical rotations. Rotations are assigned based on the students' strengths and areas for improvement, progression towards all accreditation requirements, and preceptor and site strengths. This can include areas of contemporary expertise as well as patient volume as well. The Clinical Education Coordinator will meet with each student prior to assignment of rotation. This meeting is to create student goals based on previous learning experiences and create specific learning objectives for that clinical rotation. Sites and locations are subject to availability and are not guaranteed.

Travel, Transportation & Housing

Students are responsible for any and all costs associated with travel, transportation and housing for their assigned clinical rotation. Accommodations for local site placements or placements with access to public transportation will be considered by the clinical education coordinator but not guaranteed. Students will need reliable transportation to and from clinical rotations.

Academic Performance Requirements for Clinical Rotations

Professional And Ethical Behavior

Clinical education is an extension of the classroom and professional behavior is expected. Unprofessional behavior in clinical education necessitates immediate correction and may impact the course grade or result in dismissal from the MSAT program. Some behaviors, particularly those that compromise patient care, may necessitate immediate removal from the clinical experience. During clinical experiences, students will have access to patients' confidential personal and protected health information. Students shall only access patient information as

necessary for the purposes of direct patient care and/or when specifically directed to do so by their preceptor for the purposes of the clinical experience. Blatant violations of patient privacy and/or confidentiality will result in immediate removal from the clinical experience and disciplinary action up to and including dismissal from the AT program.

Regulations for a Clinical Site

1. Clinical education must follow a logical progression that allows for increasing amounts of clinically supervised responsibility, leading to autonomous practice upon graduation. The clinical education plan must reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical behaviors, including clinical decision-making.
2. Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical behaviors, including decision-making and professional behaviors required of the profession in order to develop proficiency as an athletic trainer
3. Clinical education must allow students opportunities to practice with different patient populations, care providers, and in various allied healthcare settings relative to the MSAT program's mission statement and program learning outcomes.
4. Clinical education assignments cannot discriminate based on race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic
5. There must be opportunities for students to gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills, and clinical behaviors, role delineation study and standards of practice delineated for a certified athletic trainer in the profession. Examples of clinical experiences must include but should not be limited to seeing patients throughout the lifespan, of different birth sexes and/or gender identities, socioeconomic statuses, varying level of activity and athletic ability and those who participate in non-sport activities. Students also receive varying experiences with equipment intensive activities, evaluation vs rehabilitation intensive sites and sites with a variety of injuries, body regions, conditions, etc. Students will be exposed to routine areas of athletic training including, prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement.
6. All clinical education sites must be evaluated by the MSAT program on an annual and planned basis, and the evaluations must serve as part of the program's comprehensive assessment plan.
7. All clinical sites must have a valid affiliation agreement on file and provide the CEC with updated verification of calibration and maintenance of all equipment and emergency action plans.
8. An athletic trainer certified by the BOC who currently possesses the appropriate state athletic training practice credential must supervise the majority of the

student's clinical coursework. The remaining clinical coursework may be supervised by a physician (DO or MD). Students may gain learning experiences from other appropriately state-credentialed medical or allied-health professional, however these individuals may not assess the students on athletic training skills and this time does not count towards the student's athletic training clinical experience.

9. Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients.
10. All clinical education must be contained within individual courses that are completed over a minimum of two academic years. Clinical education may begin prior to or extend beyond the institution's academic calendar.
11. Students will not replace actual athletic training staff or medical personnel. Students must wear identification that designates them as a student rather than full-time staff. This can include their Jefferson Student ID badge.
12. The MSAT program must include provisions for supervised clinical education with a preceptor that will contain the following: regular communication between the program and the preceptor; the number of students assigned to a preceptor in each clinical setting must be in a ratio (typically 2:1) to ensure effective clinical learning and safe patient care; students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and/or patient/client.
13. All sites must have a venue-specific written and accessible emergency action plan (EAP), communicable disease policies, sanitation precautions, patient privacy protections, and blood borne pathogen policy that are based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue). Students must have immediate access to these plans in an emergency or if asked. The CEC may ask to review or see these policies at any time.

Regulations of Clinical Education Hours

The following are regulations for Clinical Education assignments:

1. Clinical education hours that are not spent under the direct supervision of an assigned MSAT program preceptor will not be counted and/or recorded as clinical education hours.
2. Clinical education hours that are not spent at an MSAT program-approved clinical site will not be counted and/or recorded as clinical education hours.
3. Time spent traveling to and from an assigned clinical site will not be counted and/or recorded as clinical education hours.
4. Clinical education hours that are not spent in a constructive and meaningful learning environment (e.g. direct patient care, preceptor instruction/evaluation) will not be counted and/or recorded as clinical education hours.
5. Students must have an orientation for each clinical rotation prior to the start of patient care. At this orientation, students must be provided with the site's

specific blood-borne pathogen policies, communicable and infectious disease transmission policy, site specific immunizations, patient/ client privacy protection (FERPA and HIPAA) procedures, radiation exposure, if applicable, sanitation precautions, and any venue specific training, expectations and incident response procedures.

6. Total Clinical Education hours will depend on the experience. All clinical rotations are immersive in nature, so it is expected that students average approximately 40 hours per week. Some rotations average a bit more and some a bit less. However, students will not be required to present to the clinical experience more than 6 consecutive days in a row. If a student is logging less than 20 hours a week or more than 45 hours a week, the Clinical Education Coordinator will have a conversation with the student and preceptor to discuss the situation.
 - o Any tardiness or absences from clinical experiences must be reported to the preceptor and Clinical Education Coordinator immediately - see Attendance Policy.
 - o Repeated and/or unexcused absences may result in probation or dismissal from the program. Excessive absences and/or tardiness will result in a professionalism contract. Refer to Attendance Policy. Time lost at clinical rotations may need to be made-up prior to the start of the next semester or prior to graduation (in the case of Practicum IV).
7. Students are expected to record clinical education hours on a weekly basis, with electronic signature/verification from the preceptors weekly. All hours for the entire clinical rotation must be recorded and approved within 72 hours of the completion of the assigned clinical. Random checks of online recording of hours may be conducted by the Clinical Education Coordinator to verify proper hours accumulation by the student.

Dress Code and Technology Requirements During Clinical Rotations

What is Acceptable	What is NOT Acceptable
Clothes becoming of a healthcare provider	Leggings, yoga pants
Thomas Jefferson University logo or Clinical rotation logo shirt	Sweat suits
Khaki, chino or golf pants of any color without rips, tears or stains	Jeans
Khaki, chino or golf shorts may be worn but they must be an appropriate length	Dangling jewelry (should have no danger of catching or causing injury)
Wind-pants may be worn when weather is poor	Long fingernails (must be suitable for manual therapy)
Hair pulled back	Tank tops
Comfortable shoes that you can run in	Open-toed shoes
Hats and visors may be worn during outdoor activities but are not to be worn indoors	Tongue and lip jewelry (may interfere with emergency care procedures)
Watch with a second hand	Fake fingernails (associated with disease transmission)

Use of your phone and other technology to communicate effectively as a healthcare provider	Use of headphones/earbuds or cellphone during the active care or supervision of patients that is not consistent with patient care or communication with another healthcare provider.
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Students must wear something that identifies them as a student, such as their Jefferson Student ID or site issued identification, at all times. Dress code may be more specific based on the setting and events. Please refer to your preceptor’s guidance as well.

Communicable Diseases, Infection Control, Blood Borne Pathogen & OSHA Policy

The purpose of this policy is to promote a safe health care environment for faculty, students, and the patients with whom we come in contact. The policy was developed from information set forth from the Center for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA).

The MSAT program will comply with all federal and state laws applicable to students and employees with communicable diseases. Strict confidentiality will be maintained regarding individuals infected with a communicable disease. Discrimination against or harassment of the student and/or employee with a communicable disease is prohibited.

All athletic training faculty and athletic training students will participate in annual OSHA and Blood Borne Pathogen Training. Record of completion will be maintained on Canvas. It is expected that the Universal Precautions established by the CDC will be followed always.

If an athletic training student believes they have been exposed to, or are sick and suspects the disease may be communicable, they are to contact their preceptor immediately. The person may not engage in patient care and will be removed from the clinical site and will be seen by an appropriate medical provider. All provider examinations, diagnostic tests, and treatments will be at the individual’s expense. They will be excused from the site until the provider deems the person is no longer contagious. If the medical evidence supports, with reasonable certainty, that a particular disease is not communicable by the contact normally found in the workplace or classroom, or through airborne transmission, those areas will not be considered to be hazardous as a result of the presence of a student or employee who is infected. Each case will be decided individually based upon the medical evidence and the University guidelines.

Specific details regarding blood borne pathogens, exposure control, and the CDC’s guidelines are available at each clinical site.

Athletic training students are expected to meet all the clinical rotation requirements for the ATP. If a communicable disease prevents the student from participating in a significant portion of a clinical rotation, the student may be required to participate in an additional clinical experience, which may delay the student's graduation. Every effort will be made by the MSAT Program to accommodate the individual if the health and safety of all parties involved is maintained.

All Athletic Training students will have on file, through Student Health Services either a record of vaccinations (including Hepatitis B Vaccinations) or approved exemption. Students are responsible for uploading all vaccination and other health records directly to Complio for review and approval by Student Health Services. Vaccinations are available through Thomas Jefferson University's East Falls' campus Student Health Center.

The complete version of the CDC guidelines can be found online at www.cdc.gov/ncidod/hip/GUIDE/infectcont98.html.

The University's occupational exposure and blood-borne pathogen's policy can be found online at <https://www.jefferson.edu/life-at-jefferson/handbooks/health-safety/occupational-exposure-blood-body-fluids.html>

The University's Covid-19 information, including exposure plan, quarantine information and other updates can be found online at <https://www.jefferson.edu/coronavirus.html#updates>

HIPAA, FERPA & Confidentiality Policy

Students are required to comply with HIPAA, FERPA and all confidentiality regulations. Students are trained annually and are required to comply with all regulations both in didactic coursework and on their clinical rotations.

Policy Regarding Confidential Information

The student will use confidential information only as needed to perform the duties as a student in the Master of Athletic Training program. This means, among other things, that the MSAT student will:

- Only access confidential information for which the student has a need to know.
- Respect the confidentiality of any verbal communication or reports printed from any information system containing patient's/client's information and handle, store and dispose of these reports appropriately at associated clinical site.
- Not remove any material relative to patient's/client's confidential information from a clinical setting.

- Not in any way divulge, copy, release, loan, alter, or destroy any confidential information except as properly authorized within the scope of all professional activities.
- Carefully protect all confidential information.
- Only discuss clients with those involved in the client's care in private areas so that the patient/client, their families, or other persons do not overhear conversations concerning patient/client care or could view client/patient records.
- Comply with all policies and procedures and other rules of the University and associated agencies relating to confidentiality of information and access codes.
- Understand that the information accessed through all clinical information systems agencies contains sensitive and confidential patient/client care, business, financial and hospital employee information that should only be disclosed to those authorized to receive it.
- Not knowingly include or cause to be included in any record or report of false, inaccurate or misleading entry.

Social Relationship Policy

The field of athletic training is a health care profession, which involves caring, concern, discipline, and self-awareness. In furtherance of these responsibilities, MSAT students should not engage in social relationships with those under their care.

An amorous or social relationship between an MSAT student and an athlete/patient/client may impair or undermine the ongoing trust needed for provision of effective athletic training knowledge, skills, and behaviors and is therefore prohibited. Conflicting interests and perceptions of unfair influence can arise when an MSAT student assumes or maintains medical responsibility for an athlete/patient/client who is also a friend and/or romantic partner. TJU MSAT program prohibits MSAT students, who have medical responsibilities, from pursuing or engaging in social and/or sexual relationships with athlete/patient/client, even if such relations are consensual.

Any MSAT student who has questions about this policy, needs to disclose a relationship, or would like to report a violation should contact the Program Director.

Sports Wagering Policy

Consistent with NCAA rules and the National Athletic Trainers' Association Code of Ethics (4.4) members of the MSAT program will be prohibited from participating in gambling activities on amateur, intercollegiate or professional sports. Such prohibited activities include:

- 1) Providing information to individuals involved in organized gambling activities
- 2) Soliciting or accepting a bet on any intercollegiate or professional sports team or event

- 3) Participating in any wagering activities that involve risking money or any tangible items on the outcome of an athletic contest, event, tournament or season (i.e., NCAA basketball tournaments pools of any kind, Super Bowl bets, fantasy leagues that require an entry fee and provide winnings)
- 4) Participating in any gambling activities that involve intercollegiate or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling
- 5) Engaging in activities designed to influence the outcome of an intercollegiate athletics contest or affect the win-loss margin (i.e., "point shaving") of a contest.

Participation in these impermissible gambling activities is a serious violation of NCAA and TJU rules and can result in dismissal from the MSAT program.

NCAA Sports Wagering FAQs: <http://www.ncaa.org/sites/default/files/bbd-gambling.pdf>

Professional Organizations

Students are expected to be student members of the National Athletic Trainers' Association using their primary school address. By becoming members, students are automatically also enrolled as members of the regional organization (Eastern Athletic Trainers' Association for addresses in the following states [District 1: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island; District 2: New York, New Jersey, Pennsylvania, Delaware]) and their respective state organization.

National Athletic Trainers' Association (NATA)

www.nata.org

The National Athletic Trainers' Association (NATA) is the professional membership association for certified athletic trainers and others who support the athletic training profession. Founded in 1950, the NATA has grown to more than 45,000 members worldwide today. The majority of certified athletic trainers choose to be members of NATA to support their profession and to receive a broad array of membership benefits. By joining forces as a group, NATA members can accomplish more for the athletic training profession than they can individually.

The mission of the National Athletic Trainers' Association is to represent, engage and foster the continued growth and development of the athletic training profession and athletic trainers as unique health care providers.

Eastern Athletic Trainers' Association (EATA)

www.goata.org

The mission of the EATA is to promote and advance the Athletic Training profession through education, scholarship, research funding, and awards.

Pennsylvania Athletic Trainers' Society (PATS)

www.gopats.org

The mission of the Pennsylvania Athletic Trainers' Society is to: Empower Athletic Trainers to be leaders in transforming healthcare by advocating, educating and providing resources to deliver quality patient-centered healthcare.

Athletic Trainers' Society of New Jersey (ATSNJ)

www.atsnj.org

The Athletic Trainers' Society of New Jersey Inc. (ATSNJ) embodies common goals in order to advance, encourage, provide a means for achievement, and improve the athletic training profession in New Jersey. In addition, we focus on ensuring that the best possible health care is available to the physically active population.

Delaware Athletic Trainers' Association (DATA)

www.delata.org

The purpose of the Delaware Athletic Trainers' Association is:

- To ensure the quality of healthcare for the physically active in the state of Delaware.
- To advance the profession of Athletic Training through education and research.
- To provide quality continuing education for the membership.
- To safeguard and advance the interest of its membership.
 - Presenting the profession's viewpoints, concerns, and other important information to the media, appropriate legislative, administrative, regulatory and private sector bodies.
 - Develop a working relationship with appropriate government and private sector entities.

Honors and Awards

Program Awards

The program awards the following awards to graduating students:

Outstanding Academic Student Award

This award is presented to the graduating student with the highest academic GPA and performance in didactic coursework.

Outstanding Clinical Student Award

This award is presented to the graduating student with the strongest performance in the clinical setting. Preceptor nominations, evaluations and feedback to the Clinical Education Coordinator are used to determine the student selected for this award.

Resilience Award

This award is presented to the graduating student who had demonstrated the quality of resilience and perseverance throughout their time in the program. The program's faculty nominate and vote to determine the student selected for this award.

Scholarship Awards

As members of the National Athletic Trainers' Association, Eastern Athletic Trainers' Association and respective state organizations, students are eligible for scholarships offered by each of these organization. Students are reminded to read communications from these organizations regarding the scholarship opportunities and deadlines. Information regarding these opportunities will also be shared with students via Canvas by the faculty members.

Faculty and Staff List

Full Time Faculty

Dr. Kelly Pagnotta, PhD, LAT, ATC, PES, NREMT
Associate Professor and Program Director

Dr. Ricker Adkins, DAT, LAT, ATC
Assistant Professor and Clinical Education Coordinator

Dr. Erin Pletcher, PhD, LAT, ATC, CSCS
Assistant Professor

Adjunct Instructors

Mr. Mark "Chip" Cherwony, MEd, LAT, ATC
Ms. Jillian (Seamon) Hall, MS, LAT, ATC, CSCS
Ms. Jennifer VanHee, M.Ed, LAT, ATC

Academic Calendar

<https://www.jefferson.edu/registrar/academic-calendars/2023-2024/college-of-rehabilitation-sciences.html>

Acknowledgement

My signature below acknowledges receipt of the Thomas Jefferson University Master of Science in Athletic Training Handbook. I understand that I am responsible for reading and abiding by the materials contained within the Thomas Jefferson University Master of Science in Athletic Training Student Handbook, which contains important information needed during my student experiences at Thomas Jefferson University. Additionally, I understand that it is my responsibility to be familiar with and observe the policies and procedures of the Jefferson College of Rehabilitation Sciences and Thomas Jefferson University.

Printed Student Name

Date

Student Signature

Photo Release



Release for Use of Images and Statement for Students

Project Name: PARTICIPATION IN COLLEGE EDUCATIONAL, RESEARCH, AND SERVICE ACTIVITIES		Date
Project Coordinator JEFFERSON COLLEGE OF REHABILITATION SCIENCES	CS#	MC#

I hereby understand, agree and consent to Thomas Jefferson University, Thomas Jefferson University Hospitals, Inc., and/or Jefferson University Physicians and their affiliated entities, successors and assigns (“Jefferson”) making photographs, films, audio or sound recordings, videotapes or any other means designed to reproduce image and sound of me, my personal property or real property (the “Images”) and/or using verbal or written statements made by or me (“Statements”). I hereby understand and agree that, by signing this form, Jefferson shall be the exclusive owner of the results and proceeds of the Images and Statements with the right, throughout the world, for an unlimited number of times in perpetuity, to copyright, to use and to license others to use, in any manner, including on the Internet, all or any portion thereof or of a reproduction thereof, and that Jefferson has the right to use, publish, reproduce, modify, adapt and distribute the Images and Statements at any time in any manner or medium, including without limitation use in newspapers, magazines or other printed media, presentations, television, radio, mailed promotions, exhibits, billboards or other outdoor advertising, posters, press releases, webcasts and/or postings on any Jefferson Intranet site or the Internet, including, without limitation, on any social media site; provided that such use is in connection with COLLEGE EDUCATIONAL, RESEARCH, AND SERVICE ACTIVITIES

I understand that I can withdraw my consent at any time while being photographed, filmed, recorded or videotaped, etc. (“Recorded”) but that once Recorded, or once my Statement has been given, I cannot withdraw. I understand and agree that once Recorded or once my Statement is given, I hereby waive any right of inspection or approval of the Images or Statements or the uses to which such Images or Statements may be put. I acknowledge that Jefferson will rely on this permission potentially, at substantial cost to Jefferson and hereby agree not to assert any claim of any nature whatsoever against anyone relating to the exercise of the permissions granted hereunder.

I understand and agree that I will not receive any money for the Images or Statements and I have not been promised anything in return for the Images and Statements. I agree to be contacted by the media regarding my story and to be a spokesperson on behalf of Jefferson. I also understand that my name, age, the community where I live and other personal or biographical information may be used in connection with the results of the Images or Statements.

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