

CLARKE UNIVERSITY

**ATHLETIC TRAINING PROGRAM
HANDBOOK:**

A POLICY AND PROCEDURE MANUAL/HANDBOOK

Revised August 2020

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Disclaimers: Clarke University is currently in the process of transitioning from the professional entry-level Bachelor of Science (BS), which is being phased out, to the entry-level Master of Athletic Training Degree, which will be phased in. Clarke University's BS is currently accredited by CAATE and in good standing. Clarke University's MAT is newly accredited.

All Clarke University academic policies, procedures, etc. are contained in the Clarke University Catalog and Clarke University Student Handbook. The academic policies in the Athletic Training Handbook are additional policies for the Athletic Training Program members to follow.

I. PREFACE AND WELCOME

This Manual/Handbook is designed as a source of information for administration, faculty, staff and students that are involved with or in the Clarke University Athletic Training Program (ATP). The purpose of this Manual/Handbook is to provide an outline of the policies and procedures of the Clarke University ATP. This Manual/Handbook is a model by which the Clarke University ATP is founded and based. It should be clearly understood that every person and situation is unique and therefore in the event that special considerations would have to be made or situations beyond the scope of this Manual/Handbook arise, every effort will be made to remain fair, but consistent with the policies and procedures outlined. In every situation, priority is given to the integrity and safety of the program(s) and its administration, faculty, staff, and students. All administration, faculty, staff, and students working with, working in, applying to or accepted in the ATP are expected to use these policies and procedures, in accordance with university, state, and federal guidelines, laws, policies and procedures. Faculty, students, and administration will periodically review and revise these policies as necessary.

Welcome to Clarke University and the Clarke University ATP! We are pleased and excited to have you join us. Our hope is that you have a positive experience at Clarke University. We hope and expect that you will carry on the core values of Clarke University and the tradition of excellence of the Clarke University ATP.

II. THE CLARKE UNIVERSITY MISSION and OTHER IMPORTANT STATEMENTS

Clarke University is a Catholic academic community that believes learning is lifelong and life changing. We inspire intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the common good in a global society.

CLARKE UNIVERSITY CORE VALUES STATEMENT

Clarke University is a learning community that lives by four core values: Education, Charity, Justice, and Freedom. These values emanate from our founder Mary Frances Clarke, the Sisters of Charity of the Blessed Virgin Mary, and those who follow their example to provide learning experiences that are relevant and forward looking.

EDUCATION: As a community seeking wisdom, we help all to appreciate learning opportunities that enable persons to reach their full potential.

CHARITY: As a community seeking to welcome all, we contribute to the well-being of others and the common good.

JUSTICE: As a community standing with others, we strive to create a society that recognizes the dignity, equality and rights of all people and to respond faithfully to one another.

FREEDOM: As a community seeking to live authentic lives, we invite all to be open to God's love and to be true to their best selves.

We are a Catholic, coeducational liberal arts university founded in 1843 by the Sisters of Charity of the Blessed Virgin Mary in Dubuque, Iowa, to educate students at the post-secondary level in the liberal arts and sciences, the fine arts, selected professional programs, and graduate programs.

We, the faculty, students, staff, and administration are a caring, learning community committed to excellence in education. We provide a supportive environment that encourages personal and intellectual growth, promotes global awareness and social responsibility, and deepens spiritual values.

III. MISSION STATEMENT OF THE CLARKE UNIVERSITY ATHLETIC TRAINING PROGRAM

The Athletic Training Program (ATP) is dedicated to providing a supportive environment that encourages personal and intellectual growth, while preparing Athletic Training Students (ATs) to contribute and to be socially responsible and globally aware in the athletic training profession at the clinical, professional, research and educational levels.

IV. PHILOSOPHY/PURPOSE OF THE CLARKE UNIVERSITY ATHLETIC TRAINING PROGRAM

PHILOSOPHY

Athletic Training is a health profession dedicated to the improvement of the quality of life through the prevention, recognition, management and reconditioning of injuries to physically active persons. A guiding principle for athletic trainers is to use functional ability to effectively and efficiently facilitate return to full participation in physical activity.

At Clarke University, a liberal arts education serves as an integral component of educating athletic training professionals. The ATs develop an understanding and appreciation for the structural, functional, psychosocial, emotional, and spiritual dimensions of humans. Individuals are recognized as unique composites of body, mind, and spirit and in response, athletic training interventions are based on the individual's specific needs.

The faculty recognizes that health care is constantly undergoing change. Accordingly, the athletic training graduate must appreciate the diversity in roles and practice settings and understand that athletic training is not an aggregation of facts and techniques but an evolving field. The faculty believes that the best preparation for change is a commitment to life-long learning and critical thinking. Consequently, student reflection and critical thinking are fostered during all phases of the ATP in order to develop the problem solving skills that are essential to professional practice.

Graduates have requisite skills to practice athletic training as generalists who can appropriately adapt to across all health care settings and patient conditions. Graduates are prepared to collaborate and communicate with other health professionals in the delivery of health care services. Graduates are expected to be culturally sensitive, professional, and service-oriented practitioners who demonstrate safe and effective practice within an ethical framework and who engage in research, scholarship and life-long learning within the context of health care.

PURPOSE

The Clarke University ATP's purpose is to develop students, who have a cognitive base, skill base, and affective base in the following areas: prevention of injuries and illness; recognition, evaluation, and immediate care of injuries and illness; rehabilitation and reconditioning of injuries and from illness; health care administration; and professional development and responsibility. Additionally, the ATs will be encouraged to develop and master these skills and techniques within a liberal arts setting, in preparation for their careers as Certified Athletic Trainers/health care professionals.

GOAL

The Clarke University's ATP's goal is to provide formal instruction in the necessary areas. Additionally, ATs will be provided opportunities in clinical settings to master cognitive, skill, and affective bases in the domains of athletic training to better prepare each ATs to become certified and an integral part of the athletic training/health care profession.

V. OUTCOMES OF THE ATHLETIC TRAINING PROGRAM

DEPARTMENTAL OUTCOMES:

The Clarke University Athletic Training Program/Department graduates will:

1. Identify the knowledge and skills of the athletic training profession.
2. Comprehend and explain the uniqueness of the individuals' structural, functional, psychosocial, emotional and spiritual dimensions.
3. Apply evidence-based practices in the rapidly changing healthcare environment.
4. Analyze applicable professional behaviors at the clinical, educational, and research levels.
5. Justify ethical decision-making processes at the clinical, educational, and research levels.

6. Create a collaborative environment with other healthcare professionals to develop, administer, and utilize effective clinical skill management, communication, scholarship and professional development.

DEPARTMENTAL OUTCOMES AND FOCUS OVERVIEW (for assessment and planning purposes):

Program Outcome	Clarke Outcome or mission goal focus	Bloom's Taxonomy Level	AT Educational Competencies	Bachelor of Science		Master of Athletic Training	
				Course(s) which focus on	Year/Semester in which course taken	Course(s) which focus on	Year/Semester in which course taken
Identify the knowledge and skills of the athletic training profession.	Knowledge	Remember	PHP	130 133	1 fall 1 spring	Prerequisites (130, 133)	Pre-MAT
Comprehend and explain the uniqueness of the individuals' structural, functional, psychosocial, emotional and spiritual dimensions.	Logical Reasoning	Comprehend	PS AC	240 300	2 fall 2 fall	414 428 500 502	1 st summer and fall
Apply evidence-based practices in the rapidly changing healthcare environment.	Research and Analysis	Apply	CE EBP	302 330	2 spring 2 spring	502 503 505	1 st fall and intersession
Analyze applicable professional behaviors at the clinical, educational, and research levels.	Analytical Reasoning Skills	Analyze	TI	428 422 430	3 fall 3 fall 3 spring	505 506 507	1 st intersession and spring
Justify ethical decision-making processes at the clinical, educational, and research levels.	Application of Ethical Principles	Evaluate	TI	440 414	3 spring 4 fall	600 601 602 603	2 nd fall
Create a collaborative environment with other healthcare professionals to develop, administer, and utilize effective clinical skill management, communication, scholarship and professional development.	Professional Practice	Create	PD HA	442 499	4 fall 4 fall	601 605	2 nd fall and spring

***All clinical education courses in the BS (301, 303, 429, 441, 443, 445) focus on AT Educational Competencies in the COMPETENCIES AND PROFICIENCIES area.

*** All clinical education and immersion courses in the MAT (501, 504, 508, 510, 511, 604) focus on AT Educational Competencies in the COMPETENCIES AND PROFICIENCIES area.

Specifically, each level of **BS student** will achieve:

First Year - Observation:

Students identify basic concepts and theories of athletic training.

Sophomores - Level I

Students comprehend and apply basic skills, concepts and theories of athletic training to the clinical and educational setting.

Juniors - Level II

Students analyze and justify professional behaviors, skills, and theoretical concepts while applying ethical decision making to clinical, educational and research conditions.

Seniors - Level III

Students develop proficiency at the entry-level competencies in a supervised clinical setting as they integrate knowledge, skills, behaviors, and values in the helping relationship.

Specifically, each level of **MAT student** will achieve:

Observation – pre-admittance into the professional phase (students who have not completed Introduction and Orientation to Athletic Training Clinical)

Students identify basic concepts and theories of athletic training.

1st year – MAT Level I

Students comprehend and apply basic skills, concepts and theories of athletic training to the clinical and educational setting.

Students begin to analyze and justify professional behaviors, skills, and theoretical concepts while applying ethical decision making to clinical, educational and research conditions.

2nd year – MAT Level II

Students analyze and justify professional behaviors, skills, and theoretical concepts while applying ethical decision making to clinical, educational and research conditions.

Students develop proficiency at the entry-level competencies in a supervised clinical setting as they integrate knowledge, skills, behaviors, and values in the helping relationship.

Clinical Goals:

While in the clinical setting, the Clarke University Athletic Training Program/Department faculty, staff, students and graduates will:

1. Demonstrate safe and effective clinical prevention, recognition, treatment, care, rehabilitation, and return to participation principles and skills.
2. Demonstrate cultural competence through behaviors, attitudes, and skills.
3. Demonstrate sensitivity to the person.
4. Demonstrate treatment of the whole person.
5. Demonstrate treatment of each individual with fairness and respect.
6. Demonstrate effective interpersonal communication skills.
7. Demonstrate professional presence which includes, but is not limited to:
 - a. Active listening
 - b. Appropriate body language
 - c. Appropriate and professional language
 - d. Maintaining realistic and positive rapport

In order to meet all pertinent educational outcomes and goals, the Clarke University ATP requires Clinical Education in Athletic Training courses each semester during the professional phase of the ATP. In addition to completing the Clinical Education in Athletic Training courses, each student is evaluated during all ATP course work in the form of written tests, simulated/situational tests, and oral/practical tests. This allows ATP Faculty to, not only better prepare the student for the rigors of the Board of Certification, Inc. (BOC) certification exam, but to evaluate the students' progress in acquiring a cognitive, skill, and affective base in the appropriate and necessary areas. The integration of the ATP within the institutional mission of Clarke University has been a high priority for faculty, staff, and administration.

Outcomes with respect to the *Athletic Training Educational Competencies*.

Evidence-Based Practice (EBP)

Understand and apply evidence-based practices in the clinical decision-making process and in clinical practice.

Prevention and Health Promotion (PHP)

Understand the importance of prevention and health promotion.

Demonstrate development and implementation of effective strategies and programming to prevent injury and illness, as well as to promote health and wellness.

Clinical Examination and Diagnosis (CE)

Apply sound clinical reasoning skills throughout the assessment/evaluation/examination process and formulate appropriate clinical diagnoses.

Determine, plan and implement appropriate actions to ensure optimal patient outcomes.

Acute Care of Injuries and Illnesses (AC)

Recognize, evaluate, and appropriately and effectively manage acute injuries and illnesses.

Therapeutic Interventions (TI)

Appropriately and effectively utilize TIs to achieve maximal patient and clinician therapeutic outcomes.

Psychological Strategies and Referral (PS)

Appreciate the role of mental health in athletic training.

Recognize and appropriately intervene and refer abnormal behaviors.

Healthcare Administration (HA)

Understand and function effectively within the healthcare system.

Professional Development and Responsibility (PD)

Maintain and promote the most current practices in the athletic training and healthcare fields.

Competently and collaboratively provide quality healthcare.

Competencies and Proficiencies

Synthesize and integrate knowledge, skills, and clinical decision-making with evidence-based practices to optimize clinical outcomes.

VI. COMPETENCIES AND PROFICIENCIES

The BOC and the Commission on Accreditation of Athletic Training Education (CAATE) describe the expected outcomes, foundational behaviors, skills, competencies, and proficiencies of students who complete a CAATE-accredited athletic training program. The tasks delineated in this document reflect the expectations identified in the *Athletic Training Educational Competencies, Standards of Practice* described by the BOC and the *Code of Ethics* as described by the NATA.

The Clinical proficiencies, competencies and foundational behaviors also included in the *Athletic Training Educational Competencies*, are a guide to students, instructors, and clinical faculty members. Readers should keep in mind that the educational competencies guide, course structure and content of the Board of Certification, Inc. is used to construct the certification examination as an entry-level athletic trainer. Relevant contact information is presented at the end of this introductory section.

VII. COMPASS REQUIREMENTS (for students completing an undergraduate degree at Clarke University)

At Clarke University, the Compass component is the core of the undergraduate curriculum. It is designed to encourage students to think critically, to communicate effectively, to evolve meaningful systems of personal values and faith expression, to understand and appreciate both the physical world and the diverse human, cultural and social systems in which they live, and to perceive the interconnectedness of knowledge. To achieve these goals, the Compass Program requires courses in specific skills/competencies, and liberal studies. **Every student must complete these requirements, which can be found in the Clarke University Catalog.**

VIII. ATHLETIC TRAINING PROGRAM

Bachelor of Science

Clarke University is accredited through the Commission on Accreditation of Athletic Training (CAATE). Students with a double major, or those continuing on to Clarke University's Physical Therapy Graduate Program, may be required to take summer courses to complete the Athletic Training Program in four years.

Students graduating from Clarke University's Athletic Training Program will receive a Bachelor of Science Degree in Athletic Training. It is incumbent on the student to work closely with his or her adviser to plan a program of study that meets the general education, co-requisite, and prerequisite requirements of the Athletic Training Program. Go to the Clarke website to view a sample four-year schedule for the Athletic Training Program.

ADMISSION TO THE ATHLETIC TRAINING PROGRAM

Students apply for admission to the ATP during the spring semester of their freshman/first year. Qualified Clarke University students will be given priority for the (approximately 12) openings in the program per year. Some qualified applicants may not be accepted due to space limitations. A student may only apply a maximum of two times.

QUALIFICATION CRITERIA FOR APPLICATION TO THE ATHLETIC TRAINING PROGRAM:

1. Cumulative GPA: a minimum of 2.80 on a 4.00 scale with no grade in the sciences below a C.
2. Proof of current certification in first aid and CPR/AED across life span (adult, child, infant) prior to first clinical rotation.
3. Completion of Care and Prevention of Injuries (ATHT 130) and Dynamics of Health and Nutrition (ATHT 133) with a grade of B- or better.
4. Completion of hours of clinical exposure in athletic training facilities, of which at least the majority of hours must be in the Clarke University facility. Transfer students must have hours of observation in an athletic training facility prior to acceptance, unless consent of ATP Program Director is obtained.
5. Completion of the application process, which includes an interview, an essay, and three recommendations, including a current ATP upperclassman. Each applicant will be graded using a rubric and a total score will be computed and used in the decision/acceptance process. The grading criteria for each area and the rubric are available to applicants during the application process. A student who has previously been denied acceptance or dismissed/terminated from the ATP will additionally be evaluated on the progress made since denial or dismissal/termination.
6. Acceptance of transfer students is dependent upon availability of openings and the applicant's ability to meet the qualification criteria. Transfer students must meet all of the same course prerequisites, co-requisites, and requirements as the cohort they are joining, unless pre-approval is gained from the ATP Program Director.
7. Upon admission to the ATP, students will review the Technical Standards with indication that they can meet those technical standards or request a waiver of the Technical Standards. All requests are processed in consultation with the MARC. The University may or may not be able to accommodate a request for waiver of the Technical Standards/accommodations. Students officially enter the Athletic Training Major in the fall of their sophomore year after the acceptance to the program.
8. All students admitted into the ATP will be required to have a criminal background check prior to the start of their first clinical rotation. If the student is a transfer student, the criminal background check will be performed as quickly as possible after admittance into the ATP and prior to being allowed to attend any off-campus clinical site. If a student's criminal background report comes back positive for abuse, sexual offenses, and/or any other issue that would endanger the "safe work environment" that student will be

notified and may be dismissed from the ATP after a review. Each person with a positive criminal background report will have a chance to submit a written explanation to the Academic Affairs Office or Student Life Office. The University will review each positive background report and associated documentation check with the Academic Dean. A decision regarding progression will be rendered.

PROGRESSION/CONTINUATION IN THE ATHLETIC TRAINING PROGRAM

Once a student is in ATP, they minimally must:

1. maintain at least an overall 2.80 GPA on a 4.00 scale;
2. achieve at least a C in all required courses, prerequisite courses, or co-requisite courses;
3. comply with the NATA's Code of Ethics and the BOC's Standards of Practice; and
4. complete all academic and clinical work with academic integrity.
5. Annual recertification in first aid and BLS (Basic Life Support) and AED, bloodborne pathogens, HIPPA, and a one-time certification in Mandatory Reporter is required.

Any student who does not minimally meet the above requirements may be dismissed from the ATP without being granted probation if just cause is determined by the ATP and Academic Dean.

Students must complete hands-on clinical experiences supervised by Licensed and Certified Athletic Trainers and/or Clinical Faculty/Preceptors who have affiliations with Clarke University's ATP. Students are responsible for securing their own transportation to off-campus clinical sites. Students are annually required to meet all health requirements as designated by the ATP and clinical sites, including immunizations, a physical examination, and tuberculosis testing. At the beginning of every academic year that a student is in the ATP, the University will bill each student for the required malpractice insurance.

DEFICIENCIES AND CONSEQUENCES

GPA Deficiency:

- 2.8 or above – no deficiency
- 2.6-2.79 – usually placed on probation no longer than two semesters
- Below 2.59 – must meet with the Department Chair and the Academic Dean and may be dismissed from the ATP.

Grade Deficiency:

Ordinarily a student will be placed on probation for a period of no longer than two semesters if he or she fails to obtain a minimum grade of C in a required, prerequisite or co-requisite athletic training course. The inadequate grade for an ATP course may mean the student stops taking or withdraws from ATHT coursework, may not be allowed to progress with the same cohort, and/or may be required to withdraw from the ATP and reapply to continue. (The Department Chair and the ATP faculty in consultation with the Academic Dean make determinations of consequences based on the grade deficiency and the student's other academic progress, as well as the situation as a whole.) The student must then retake the first offered section of that course. If he/she completes the retake and meets the minimum grade requirement (C or better), the student may be taken off probation and allowed to continue taking ATHT coursework, join a subsequent cohort or reapply to the ATP. If the student does not meet the minimum grade requirement after the retake, he/she will be required to stop taking all ATHT coursework in the ATP. The ATP Department Chair, in consultation with the ATP faculty and possibly the Academic Dean will determine if the student will be dismissed from the ATP, if the student may join a different cohort, or if the student may reapply to the ATP.

Professional Behavior/Ethics Deficiency:

A student who violates academic integrity policies and/or professional behaviors (Code of Ethics and Standards of Practice) may fail an assignment, be placed on probation, fail a course, and/or be dismissed from the ATP. Violations of academic integrity and/or professional behaviors will be reviewed by the ATP Department Chair/ATP Program Director and the Academic Dean to determine appropriate consequences and actions.

Consequences:

Usually, probation can be incurred a maximum of two semesters in a student's academic career within the ATP. If deficiencies or violations extend past the two semester probation time limit, usually the result will be immediate dismissal from the ATP. Students who are dismissed from the program may not reapply to Clarke University's ATP.

Probationary students will be reviewed by the ATP Department Chair and faculty on an individual basis. The reviews will emphasize the following:

1. Continued improvement in deficient areas
2. Athletic training coursework performance
3. Work ethic in the athletic training facilities and in the classroom
4. Professionalism in the athletic training facilities
5. Performance of student athletic training duties

Students on probation will be required to attend and show proof of attendance for academic counseling/advising appointments. Additionally, the Athletic Training Faculty will conduct at least a monthly review of all areas (1-5) emphasized. If the student is not performing adequately in the emphasized areas he/she will be terminated/dismissed from the ATP. A student who has been dismissed from the ATP, will not be allowed into major only ATP coursework, unless the student reapplies and is accepted. ns/dismissals can occur before the individual has expended the maximal probation time. Probation evaluations are based on the student's ability to complete the following applicable criteria in a timely manner:

1. Retake the coursework in which the student received grades that do not meet the C minimum requirement.
2. Continue to receive Cs or better in all coursework required for the ATP.
3. Continue to keep a cumulative GPA of a 2.80 or better.
4. Show continued/continuing improvement in their work ethic.
5. Show continued/continuing improvement in their professionalism.
6. Show continued/continuing improvement in their performance of duties as an Athletic Training Student.
7. Attendance at academic counseling/advisement as deemed necessary by the MARC and Athletic Training Program Director; and
8. Schedule and attend meetings with the ATP Review Committee or designee. These meetings will include a review and discussion of items 1-7. At the conclusion of each meeting, a recommendation on the student's continuation or dismissal will be made. The recommendation will be discussed immediately with the student. If a dismissal decision is made, the Academic Dean will be notified. The student can file grievances in accordance with the appropriate guidelines in the Clarke University Catalog and/or Clarke University Student Handbook.

Failure to comply with any of these items will result in the dismissal from the ATP.

GENERAL EDUCATION (PREREQUISITE) REQUIREMENTS

The following general education courses (prerequisites) must be taken to fulfill the requirements for the Athletic Training Program. These courses also fulfill components of the university's general education requirements.

General Chemistry I with Lab	4 hours
General Chemistry II with Lab	4 hours
Lifespan Development	3 hours
Introductory Psychology	3 hours
Statistics	3 hours
Biomedical Ethics or General Ethics	3 hours

Other prerequisite requirements, which must be taken prior to required Athletic Training Program courses:

Fundamentals of Cell Biology & Genetics I with Lab	4 hours
Elements of Physics I with Lab	4 hours
Elements of Physics II with Lab	4 hours

ATHLETIC TRAINING PROGRAM REQUIREMENTS

The following science courses are required courses for the Athletic Training Program:

Human Anatomy & Physiology I with Lab	4 hours
Human Anatomy & Physiology II with Lab	4 hours
Human Physiology with Lab	4 hours
Exercise Physiology with Lab	4 hours

The following courses are required for completion of the Athletic Training Program:

Basic First Aid/CPR (a current certification card can replace this class)
 Care and Prevention of Injuries
 Dynamics of Health and Nutrition
 Basic Life Saving Training for Healthcare & Public Safety
 Advanced Assessment of Injuries I
 Clinical Education in Athletic Training I
 Advanced Assessment of Injuries II
 Clinical Education in Athletic Training II
 General Medical Conditions in Athletic Training
 Therapeutic Modalities with Lab
 Clinical Education in Athletic Training III
 Therapeutic Exercise
 Clinical Education in Athletic Training IV
 Pathophysiology
 Principles of Pharmacology
 Athletic Training Capstone
 Clinical Education in Athletic Training V
 Research in Athletic Training
 Clinical Education in Athletic Training VI
 Functional Anatomy and Biomechanics

Master of Athletic Training

Clarke University is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). Students graduating from Clarke University's Master of Athletic Training Program (ATP) will receive a Master of Athletic Training (MAT) Degree. It is incumbent on the student to work closely with athletic training faculty members to plan a program of study that meets co-requisite and prerequisite requirements of the program.

The Clarke University ATP will accept students who have obtained a Bachelor's Degree into the ATP in a 4+2 format. Clarke University Bachelor's students have the opportunity to complete the ATP in the 3 (undergraduate years) +2 (1 year of undergraduate completion combined with graduate curriculum and 1 year of graduate only curriculum) format. Clarke University students with a double major may be required to take additional summer courses to complete the athletic training program in the 3 + 2 format.

ADMISSION TO THE MASTER OF ATHLETIC TRAINING (MAT)/ Athletic Training Program (ATP)

Clarke students apply for admission to the ATP during the fall semester of their junior/third year of undergraduate studies. Non-Clarke students apply for admission to the ATP during the fall semester of their Bachelor's final year. Qualified

Clarke University students will be given priority for the (approximately 18) openings in the program per year. Some qualified applicants may not be accepted due to space limitations. A student may apply a maximum of two times.

Qualifying Criteria for Application to the Program in addition to Clarke University graduate student requirements.

1. Cumulative GPA: a minimum of 3.00 on a 4.00 scale with no grade in the pre-requisite courses below a C.
2. Proof of current certification in first aid and BLS (Basic Life Support for healthcare providers).
3. Completion of a minimum of **some** hours of clinical exposure in athletic training facilities, of which at least the majority of hours must be in the Clarke University facility. Transfer/non Clarke students must have some hours of observation in an athletic training facility prior to acceptance, unless consent of Clarke's ATP Program Director is obtained.
4. Completion of the application process, which includes an interview; an essay (based on criteria given annually); and three recommendations submitted online as directed. Each applicant will be evaluated using a rubric and a total score will be computed and used in the decision/acceptance process. The evaluation criteria and the rubric are available to applicants during the application process. A student who has previously been denied acceptance to Clarke's ATP will additionally be evaluated on the progress made since denial. Students who have been dismissed/terminated from Clarke's ATP may not reapply.
5. Acceptance of transfer students is dependent upon availability of openings and the applicant's ability to meet the qualification criteria. Transfer students must meet all of the same course prerequisites, co-requisites, and requirements as the cohort they are joining, unless pre-approval is gained from the ATP's Program Director.
6. Students must have a physical completed, documented and signed by a licensed MD, DO, PA, or ARNP indicating that participation in the ATP is "cleared". The student also must be current on all appropriate immunizations, vaccinations, and disease screenings indicated by clinical guidelines outlined in Clarke's ATP handbook and the governing bodies (e.g. NATA, BOC, CAATE, OSHA) documents.
7. Upon admission to the ATP, prior to beginning the program's Master's level coursework, students will review the Technical Standards and will indicate that they can meet those Technical Standards or request a waiver of the Technical Standards. All waiver requests are processed in consultation with the MARC. Clarke University may or may not be able to accommodate a request for waiver of the Technical Standards. (Note: Clarke 3+2 students officially enter the ATP after the spring of their junior year and after they have been accepted to the program.) Technical Standards must be reviewed and signed prior to starting the program.
8. All students admitted into the ATP will be required to have a criminal background check prior to beginning the program and their first clinical rotation. If the student is a transfer student, the criminal background check will be performed as quickly as possible after admission into the ATP and prior to being allowed to attend any off-campus clinical site. If a student's criminal background report comes back positive for abuse, sexual offenses, and/or any other issue that would endanger the "safe work environment," that student will be notified and may be dismissed from the ATP. This will occur after a review of the positive finding and in consultation with the ATP's policies and guidelines. Each person with a positive criminal background report will have a chance to submit a written response to the Academic Affairs Office. The University will review each positive background report and associated documentation check with the Academic Dean prior to making a decision regarding the student's acceptance/progression. A decision regarding acceptance/progression will be rendered in a timely manner.

PROGRESSION/CONTINUATION IN THE ATP

Once admitted into the ATP, a student must:

1. maintain at least an overall 3.00 GPA on a 4.00 scale,
2. achieve at least a C in all required courses, prerequisite courses, and co-requisite courses (only 2 C's are afforded to graduate students),
3. comply with the NATA's Code of Ethics and the BOC's Standards of Practice,
4. complete all academic and clinical work with academic integrity,
5. complete annual recertification in first aid and BLS (Basic Life Support for healthcare providers) and AED, bloodborne pathogens, HIPPA, and a one-time certification in Mandatory Reporter.

Any student who does not meet the above requirements may be dismissed from the ATP. This may occur without being granted probation if a just cause is determined by the ATP and the Academic Dean.

Students must complete their hands-on clinical experiences under the supervision of Licensed and Certified Athletic Trainers and/or Clinical Faculty/Preceptors who have affiliations with Clarke University's ATP.

Students are responsible for securing their own transportation to and from clinical sites.

Students are required to meet all health requirements annually as designated by the ATP and the clinical sites. These include: immunizations, a physical examination, and tuberculosis testing.

At the beginning of every academic year that a student is in the ATP, the University will bill each student for the required malpractice insurance. Also, students are required to review, know, agree to and sign off on policies and procedures annually.

DEFICIENCIES AND CONSEQUENCES

GPA Deficiency

- 3.00 or above – no deficiency.

- 2.79 -2.99 – deficient. Usually, a student who is deficient is placed on probation and must meet with the Department Chair and Program Director. A student cannot be placed on probation longer than one semester.

- Below 2.79 – deficient. Usually, a student who is deficient must meet with the Department Chair, Program Director, and Academic Dean and may be dismissed from the ATP.

Grade Deficiency

Ordinarily, a student will be placed on probation for a period of no longer than one semester if he/she fails to obtain a minimum grade of C in a required, prerequisite, or co-requisite athletic training course. The inadequate grade for an ATP course may mean the student stops taking or withdraws from ATHT coursework, may not be allowed to progress with the same cohort, and/or may be required to withdraw from the ATP and reapply at a later date to continue. (The Department Chair, Program Director, and the ATP core faculty in consultation with the Academic Dean make determinations of consequences based on the grade deficiency and the student's other academic progress, as well as the situation as a whole.) The student must then retake the first offered section of that course. If he/she completes the retake and meets the minimum grade requirement (C or better), the student may be taken off of probation and allowed to continue taking ATP coursework, join a subsequent cohort or reapply to the ATP. If the student does not meet the minimum grade requirement after the retake, he/she will be required to stop taking all ATP coursework in the ATP. The ATP's Program Director, in consultation with the ATP core faculty, the Department Chair and possibly the Academic Dean, will determine if the student will be dismissed from the ATP, if the student may join a different cohort, or if the student may reapply to the ATP.

Professional Behavior/Ethics Deficiency

A student who violates academic integrity policies and/or professional behaviors (Code of Ethics and/or Standards of Practice) may subsequently fail an assignment or course, be placed on probation, and/or be dismissed from the ATP. Violations of academic integrity and/or professional behaviors that are not ordinarily addressed by the Clarke University catalog policies (i.e. clinical behaviors and conduct) will be reviewed by the Department Chair and ATP's Program Director (and possibly the Academic Dean) to determine appropriate consequences and actions.

Consequences

Usually, probation can be incurred a maximum of one semester in a student's academic career within the ATP. If deficiencies or violations extend past the one semester probation time limit, the usual result will be immediate dismissal from the ATP.

Students who are dismissed from the program may not reapply to Clarke University's ATP.

A probationary student's work, behaviors and progress will be reviewed by the ATP's Program Director, the Department Chair and ATP's faculty on an individual basis. The reviews will emphasize the following:

1. Continued improvement in deficient areas,
2. Athletic training coursework performance,

3. Work ethic in the athletic training facilities and in the classroom,
4. Professionalism in the athletic training facilities and in the classroom, and
5. Performance of athletic training student duties.

Students on probation will be required to attend and show proof of attendance for academic counseling/advising appointments. Additionally, the ATP's faculty will conduct at least a monthly review of all emphasized areas (1-5) listed above. If the student is not performing adequately in the emphasized areas (listed 1-5 above) he/she will be dismissed from the ATP. A student who has been dismissed from the ATP will not be allowed to take ATP coursework. Dismissals can also occur before the individual has exhausted the maximal probation time.

Probation evaluations are based on the student's ability to complete the following applicable criteria in a timely manner:

1. Retake the coursework in which the student received grades that do not meet the minimum requirement,
2. Continue to receive C's or better in all coursework required for the ATP (only 2 C's are afforded to graduate students),
3. Continue to maintain a cumulative GPA of a 3.00 or better,
4. Show continued/continuing improvement in work ethic,
5. Show continued/continuing improvement in professionalism,
6. Show continued/continuing improvement in performance of duties as an Athletic Training Student;
7. Attendance at academic counseling/advisement as deemed necessary by the Program Director at the MARC and,
8. Schedule and attend meetings with the ATP Review Committee or designee. These meetings will include a review and discussion of items 1-7. At the conclusion of each meeting, a recommendation on the student's continuation or dismissal will be made. The recommendation will be discussed immediately with the student. If a dismissal decision is made, the Academic Dean will be notified. The student can file a grievance in accordance with the appropriate guidelines in the Clarke University Catalog and/or Clarke University Student Handbook.

Failure to comply with any of the above criteria will result in the student's dismissal from the ATP.

PRE-REQUISITES to acceptance in the ATP

The following courses must be taken prior to acceptance into the ATP. Students must earn a C or better in the following courses or the courses that contain the content:

Required Coursework for all applicants for the ATP

Course or content within a course addressing	Expected Clarke Course Equivalent
Introduction to athletic training – may be waived with approval of Program Director	ATHT 130 Care and Prevention of Injuries
Nutrition	ATHT 133 Dynamics of Health and Nutrition
Chemistry with lab	CHEM 110 General Chemistry I with lab and CHEM 111 General Chemistry II with lab
Developmental Psychology	HWBS 123 Lifespan Development
Biology with human cell structure	BIOL 115 Fundamental Cell Biology and Genetics with lab
Physics	PHYS 110 Elements of Physics I with lab and PHYS 111 Elements of Physics II with lab
Statistics	MATH 220 Statistics
Human Anatomy Human Physiology • A two semester combined course or a semester of each	BIOL 211 Human Anatomy & Physiology I with lab and BIOL 212 Human Anatomy & Physiology II with lab
Exercise Physiology	BIOL 420 Human Physiology BIOL 425 Exercise Physiology with lab

Recommended Coursework for all applicants for the ATP

Course or content within a course addressing	Recommended Clarke Course Equivalent
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Ethics	PHIL 225 Applied Ethics: Biomedical (preferred) or PHIL 212 General Ethics
Etiology/Pathology or Pathophysiology	BIOL 422 Pathophysiology
Introductory psychology or abnormal psychology	PSYC 111 Introductory Psychology PSYC 221 Abnormal Psychology

REQUIREMENTS

In addition, the student must complete a total of 63 hours (55 hours of the following athletic training courses and 8 hours of biology courses) with a C or better.

- ATHT 414 Functional Anatomy and Biomechanics with lab (3 hours)
- ATHT 428 Therapeutic Modalities (3 hours)
- BIOL 410 Human Gross Anatomy (4 hours)
- BIOL 445 Neuroscience (4 hours)
- ATHT 500 Acute and Emergency Care (3 hours)
- ATHT 501 Introduction and Orientation to Athletic Training Clinical (2 hours)
- ATHT 502 Distal Extremity Pathoetiology and Assessment of Injuries (3 hours)
- ATHT 503 Distal Extremity Pathomechanics and Therapeutic Interventions (3 hours)
- ATHT 504 Clinical Education in Athletic Training I (2 hours)
- ATHT 505 Research I (2 hours)
- ATHT 506 Proximal Extremity Pathoetiology and Assessment of Injuries (3 hours)
- ATHT 507 Proximal Extremity Pathomechanics and Therapeutic Interventions (3 hours)
- ATHT 508 Clinical Education in Athletic Training II (2 hours)
- ATHT 510 Clinical Immersion I (3 hours)
- ATHT 511 Clinical Immersion II (3 hours)
- ATHT 600 General Medical Conditions and Pharmacology (3 hours)
- ATHT 601 Athletic Training Management and Administration (3 hours)
- ATHT 602 Spine and Trunk Pathoetiology and Assessment of Injuries (3 hours)
- ATHT 603 Spine and Trunk Pathomechanics and Therapeutic Interventions (3 hours)
- ATHT 604 Clinical Education in Athletic Training III (2 hours)
- ATHT 605 Research II (2 hours)
- ATHT 608 Clinical Education in Athletic Training IV (2 hours)
- ATHT 610 BOC Preparations (2 hours)

IX. GRADES

The following are letter grade equivalencies used in Clarke's ATP:

A	=	100-93%	(4.00 pts.)
A-	=	92-90%	(3.67 pts.)
B+	=	89-87%	(3.33 pts.)
B	=	86-83%	(3.00 pts.)
B-	=	82-80%	(2.67 pts.)
C+	=	79-77%	(2.33 pts.)
C	=	76-73%	(2.00 pts.)
C-	=	72-70%	(1.67 pts.)
D+	=	69-67%	(1.33 pts.)
D	=	66-63%	(1.00 pts.)
D-	=	62-60%	(0.67 pts.)
F	=	59 % or less	(0.00 pts.)
W	=	No credit	(0 pts.) Withdrawal
I	=	No credit	(0 pts.) Incomplete

Note that no less than a C is acceptable in any ATP course. Be attentive to the required GPA. Graduate students are only afforded 2 C's.

X. PROFESSIONAL/ETHICAL BEHAVIOR

Students are expected to exhibit academic integrity and professional behaviors consistent with the Code of Ethics of the NATA and the Standards of Practice of the BOC, as well as the Clarke University Student Handbook. Students should become familiar with the principles of the Code of Ethics and the Standards of Practice and interpretive guidelines. (For more information go to www.nata.org or www.bocatc.org). Students will be expected to follow the Foundational Behaviors from the *Athletic Training Educational Competencies*. All students will be evaluated on behaviors in the constructs of the Athletic Training Program (ATP).

To apply professional and ethical behavior within the context of Clarke University's ATP, students will:

- be responsible participants in the professional educational program.
- demonstrate integrity for keeping one's word, being on time, sharing information and resources appropriately, and working to the best of one's ability.
- respect the dignity of colleagues, faculty, patients/athletes and staff.
- form and foster appropriate relationships and interactions with colleagues, faculty, staff, patients/athletes/clients, coaches, administration and other health professions working with Clarke's ATP.
- conduct academic assignments and work in a fair and honest manner. All cases of academic misconduct will be reported to the Office of Academic Affairs and will also be reviewed by the ATP.
- demonstrate commitment to self-improvement, life-long learning, stress management, and health.
- conduct research according to the policies of the Clarke University Human Subjects Committee (IRB).
- participate in professional activities.

When it is perceived that a student's behavior is unprofessional or unsafe, the faculty, clinical faculty or responsible person will communicate the identified problem to the student and to the Athletic Training Program Director. The ATP Faculty will meet to review the student's record and make one or more of the following recommendations: expression of concern, warning of possible penalties, placement on probation, recommendation for withdrawal, or dismissal from the ATP. The ATP faculty's recommendation will be forwarded to the Vice President for Academic Affairs and/or the Academic Dean. A decision is rendered according to the process outlined in the Clarke University Student Handbook. The student has the right to appeal this decision.

CONFIDENTIALITY

The security, record-keeping, and confidentiality requirements that relate to athletes' medical records apply equally to written documents, electronic medical records, verbal communications, etc.

Since social stigma is sometimes attached to individuals infected with bloodborne pathogens, illness, and/or injury, Certified Athletic Trainers/Athletic Training Students should pay particular care to the security, record-keeping, and confidentiality requirements that govern the medical records for which they have a professional obligation to see, use, keep, interpret, record, update, or otherwise handle.

HIPPA laws, security, record-keeping, and confidentiality procedures should be maintained with respect to the records of other Certified Athletic Trainers, employees, Athletic Training Students, and athletes, to the extent that the athletic trainer has responsibility for these records.

An "Access and Confidentiality Agreement" must be signed and adhered to by each student in the Clarke University Athletic Training Program. See the Program Director or online resources for agreement. Some clinical sites have additional access and confidentiality agreements that must be signed prior to attending clinical observations or rotations. Additional agreements are available at the appropriate clinical sites.

ABSENCES

As Athletic Training Students are being prepared for a professional vocation, it is expected that the Athletic Training Student treat each clinical rotation as they would a job. See the Program Director or online resources for absence approval form.

Excused Absences

All excused absences must be conveyed prior to the day of absence, in a non-emergency situation. Both the Clinical Faculty/Preceptors and Athletic Training Program Director must be notified in writing by phone/text or email, as well as submit a completed absence approval form. In an emergency situation notification must take place within a 24 hour time period of each absence. The Athletic Training Program Director will make the final determination of whether or not an absence is excused. All absences can affect the grade of an individual. If there is a grievance, refer to section XI, grievance policy and procedures. Examples of excused absences would be: sickness (more than two days of sickness requires a doctor's note); family member death; class time or required lab or additional course work; etc. Ordinarily, four (4) excused absences are allowed without make-up; excused absences beyond 4 days require make-up as allowed by the Preceptor/Clinical Faculty and Athletic Training Program Director (ATPD).

Unexcused Absences

All unexcused absences will be documented by the Clinical Faculty/Preceptor in writing and given to the Athletic Training Program Director within 1 working week. A written statement by the student is required within 2 working weeks, stating the reason for absence and the action(s) the student will take to make up any missed time, competencies, etc. Unexcused absences during the semester will result in at least the following:

- 1 = grade lowered 1/3 (example A to A-)
- 2 = grade lowered a full letter grade (example A to B)
- 3 = grade lowered two full letter grades (example A to C) and probation
- 4 = must redo entire rotation, probation, and can result, if determined by the Athletic Training Faculty, in dismissal from the Program.

Any Athletic Training Student who accumulates more than six unexcused absences in his/her career at Clarke

University will be dismissed from the ATP. The Athletic Training Program Director, in consultation with others if necessary, can decide to take additional actions for unexcused absences, if they feel it is warranted.

INFECTIOUS and/or COMMUNICABLE DISEASE POLICY

Definitions

According to Taber's, an infectious disease is any disease that results from a microorganism (bacteria, viruses, parasites, and fungi) invading the body. Microorganisms can be passed through direct contact with an infected individual or direct contact with the bodily fluids of an infected individual.

Purpose

The purpose of this document is to

1. Provide plans on how to control and/or minimize any potential exposures of infectious and/or communicable diseases to students and staff in the athletes training facilities/environments.
2. Convey how to prevent the spread of infectious and/or communicable diseases to themselves, patients, or others.

Policy/Procedure

1. All athletic training students are required to have completed all federally mandated/school related immunizations and provide a record of immunizations prior to ATHT 300 and ATHT 301 for the BS OR ATHT 501 for the MAT, unless they provide a physician note of exception.

2. All athletic training students are required to have, or in the process of completing, the Hepatitis B vaccinations and Mantoux Testing prior to the start of ATHT 300 and ATHT 301 for the BS OR ATHT 501 for the MAT and provide record of this vaccination series.
3. All athletic training students are encouraged to have yearly Mantoux Testing.
4. Athletic training students may decline vaccinations if he/she feels it is in their best interest. If a student declines vaccinations, they must provide a written (signed and dated) statement to be placed into their permanent, athletic training file. Any clinical site may refuse students who decline vaccinations.

Student/Staff with a Communicable Disease or Suspected Communicable Disease:

1. Students or staff that are scheduled for a clinical rotation and have a severe respiratory infection, diarrhea, fever, sore throat or skin lesion:
 - a. Should report disease/symptoms/signs to the Program Director, Clinical Coordinator and Preceptor immediately.
 - i. If the condition is deemed to be a potential communicable disease, the student or staff member will be excused from their clinical assignment/rotation for that day
 - b. The Program Director, Clinical Coordinator, or Preceptor may suggest or require:
 - i. Follow-up care with a health care professional
 - ii. A note from a health care professional
 - c. Students or staff must communicate with the Program Director, Clinical Coordinator, and Preceptor on a daily basis about the progress of the disease and determine when a safe return to their clinical rotations is deemed appropriate.
 - i. Students who miss more than 2 days in any 5 segments due to disease or illness are required to obtain a note from a MD, DO, ARNP or PA excusing them from clinical.
 - ii. All documentation with regards to disease, illness, etc. will be placed into the Athletic Training permanent files.
 - iii. Missed clinical educational experiences may need to be made up or completed as determined by the Program Director in consultation with the supervising Preceptor and/or Athletic Training Faculties.
2. Students or staff that are scheduled for a clinical rotation and have been diagnosed with a contagious or infectious disease:
 - a. Should report disease/symptoms/signs to the Program Director, Clinical Coordinator, and Preceptor immediately.
 - i. The time period of exclusion will be determined by a MD, DO, ARNP, or PA
 - b. The Program Director will require:
 - i. Follow-up care with the health care professional
 - ii. A note from a health care professional
 - c. Students or staff must communicate with the Program Director, Clinical Coordinator, and Preceptor on a daily basis (or as frequently as Program Director determines) about the progress of the disease and determines when a safe return to their clinical rotations is deemed appropriate.
 - i. Students who miss more than 2 days in any 5 day segments due to disease or illness are required to obtain a note from a MD, DO, ARNP or PA excusing them from clinical.
 - ii. All documentation with regards to disease, illness, etc. will be placed into the Athletic Training permanent files.
 - iii. Missed clinical educational experiences may need to be made up or completed as determined by the Program Director in consultation with the supervising Preceptor and/or Athletic Training Faculties.
3. Students or staff that are attending clinical, but are suspected to have a contagious and/or infectious disease:
 - a. Will be reported to the Program Director, Clinical Coordinator, and/or Preceptor immediately and referred to an appropriate healthcare facility/person if necessary.
 - i. If the condition is deemed to be a potential communicable disease, the student or staff member will be excused from their clinical assignment/rotation for that day

- b. The Program Director, Clinical Coordinator, or Preceptor may suggest or require:
 - i. Follow-up care with a health care professional
 - ii. A note from a health care professional
- c. Students or staff must communicate with the Program Director, Clinical Coordinator, and Preceptor on a daily basis about the progress of the disease and determine when a safe return to their clinical rotations is deemed appropriate.
 - i. Students who miss more than 2 days in any 5 day segments due to disease or illness are required to obtain a note from a MD, DO, ARNP or PA excusing them from clinical.
 - ii. All documentation with regards to disease, illness, etc. will be placed into the athletic training permanent files.
 - iii. Missed clinical educational experiences may need to be made up or completed as determined by the Program Director in consultation with the supervising Preceptor and/or Athletic Training Faculties.

Minimizing the Risks of Communicable and/or Infectious Disease in the Athletic Training Setting

While it is not feasible to prevent all communicable and/or infectious diseases, it is possible to minimize the risk of spreading communicable and/or infectious diseases in the athletic training facilities. The following guidelines should be followed by athletic training students to minimize the risk of spreading communicable and/or infectious diseases:

1. Universal precautions should be used at all times
2. All bodily fluids should be treated as potentially infected fluids of communicable disease.
3. Frequent hand washing and good personal hygiene should be practiced
4. Bandages, wound dressings, towels, syringes, or other materials that come into contact with bodily fluids should be properly disposed of in the appropriate biohazard container.
5. Frequently cleaning in all areas associated with athletic training clinical facilities with the appropriate supplies
6. Follow CDC, WHO, OSHA and other pertinent guidelines with regards to specific communicable diseases.

Instances of increased risk for contraction or spreading of communicable and/or infectious diseases:

1. Any skin lesions that may allow an entry point for a microorganism to enter the body. Skin lesions may also be able to pass microorganisms to another individual by direct or indirect contact.
 - a. All skin lesions must be covered properly
 - b. Medications (i.e. antibacterial, antibiotics, etc.) may be required as well as covering
2. A diagnosis of any highly contagious and/or infectious disease
 - a. A medical professional (MD, DO, ARNP or PA) should determine ability to be in or return to clinical facilities
3. A diagnosis of a chronic bloodborne pathogen
 - a. Utilize universal precautions at all times
4. Any chronic medical condition
 - a. A medical professional (MD, DO, ARNP or PA) should determine ability to be in or return to clinical facilities
5. Failure to follow pertinent guidelines with regards to specific communicable diseases.

Communicable and/or Infectious diseases include, but are not limited to:

AIDS	Botulism	Chlamydia	Cholera	Coronavirus (COVID -19)	
Diphtheria	Encephalitis	Gonorrhea	Hepatitis	HIV	Influenzas
Leprosy	Listeria	Malaria	Measles	Meningitis	Mumps
Pertussis (Whooping Cough)		Plague	Poliomyelitis	Rabies: Human	Ricin
Rubella	Ebola	Severe Acute Respiratory Syndrome (SARS)		Smallpox	
Staphylococcal Diseases		Streptococcal Diseases	Syphilis	Tuberculosis	
Varicella	West Nile				

DRESS CODE

As Athletic Training Students (ATS) are being prepared for a professional vocation, a dress code is enforced. At all times when the ATS is acting/working as an ATS, he/she must wear his/her name tag.

Acceptable Practice Attire

- Clarke University Athletic Training t-shirt/polo
- Collared shirt – without any inappropriate sayings/pictures/designs
- T-shirt - without any inappropriate sayings/pictures/designs
- Dress shorts (that extend well past the mid-thigh) or pants
- Closed toe, with a back comfortable shoes (tennis shoes, loafers, etc)
- If Clinical Faculty/Preceptor member chooses, “dress down” can be appropriate for outdoor inclement weather

Acceptable Game/Meet Attire

- Clarke University Athletic Training t-shirt/polo, sweatshirt
- Dress pants or shorts (that extend well past the mid-thigh)
- Tennis shoes, loafers, or closed toe, dress shoes without more than a 2 inch sole
- If Clinical Faculty/Preceptor member chooses, “dress up” can be appropriate, or for outdoor inclement weather “dress down” can be appropriate

Attire that is **NEVER** acceptable

- Skirts shorter than 2 inches above knee or that have a slit that comes above the knee
- Shorts that do not reach at least mid-thigh/running shorts
- Tank tops or halter tops or tops without sleeves
- Overly form fitting and/or revealing shirts or see through shirts (i.e. Muscle shirts, belly shirts, cleavage revealing, etc), including under shirts that can be seen... violations of the 3 B policy (showing of the belly, breasts, or buttocks with or without movement)
- Open toe shoes or shoes without back
- Shoes with soles over 2 inches high
- Pants or shorts that are overly form fitting and/or revealing
- Sweat pants, fleece pants/short, or flannel pants/shorts

**If it is determined that an Athletic Training Student is dressed inappropriately, he/she will be sent home to change into something appropriate. The Athletic Training Student will report back to the Clinical Site within an hour. The Clinical Faculty/Preceptor and Athletic Training Student will report the incident, in writing, to the Athletic Training Program Director within two days’ time. One incident of inappropriate dress will be filed in the record of the Athletic Training Student after a meeting/discussion with the Athletic Training Program Director. The second incident will result in a second letter of reprimand being filed in the Athletic Training Student’s record and the Athletic Training Student will be placed on probation pending a meeting with the Athletic Training Program Faculty. A third incident will result in another letter of reprimand being filed in the Athletic Training Student’s record, a review by the Athletic Training Program Faculty, and can result in dismissal from the Athletic Training Program.

TRAVEL

Traveling with athletic teams as an Athletic Training Student **without** an Affiliated Clarke Faculty/Clinical Faculty member **is NOT allowed**. If a student is traveling with an athletic team for any reason (i.e. member of the traveling team) without an Affiliated Clarke Faculty/Clinical Faculty member, they cannot act as an Athletic Training Student. Without a certification and/or license in Athletic Training the student cannot perform/engage in athletic training services. Additionally, travel without an Affiliated Clarke Faculty/Clinical Faculty member will not count towards clinical log hours.

If Athletic Training Students are traveling with an Affiliated Clarke Faculty/Clinical Faculty member, the actual travel time, hotel time, rest time, meal time, etc. cannot be counted in clinical log hours. Only hours which Athletic Training Students are acting as Athletic Training Students can be counted.

TRANSPORTATION

The transportation of others including, but not limited to injured, ill, or other athletic participants, observers, or peers is not endorsed, required, or encouraged for Athletic Training Students or faculty/Clinical Faculty. In other words, there is no obligation, requirement, or encouragement of any ATP members to transport persons. If an individual chooses to go against this policy, there may be legal, ethical, and other ramifications, consequences, or damages that could result for that individual.

XI. ACADEMIC POLICIES PERTAINING TO ATHLETIC TRAINING PROGRAM

All Clarke University academic policies, procedures, etc. are contained in the Clarke University Catalog and Clarke University Student Handbook. The academic policies in the Athletic Training Handbook are additional policies for the Athletic Training Program members to follow.

ACADEMIC PROBATION

Students who do not maintain academic eligibility or violate policies will be placed on academic probation. See “ATHLETIC TRAINING PROGRAM” *Deficiencies and Consequences*. The VPAA or his/her appointee would base exceptions, to this policy, on the recommendation of at least two faculty members and approval by the Department Chair/Athletic Training Program Director.

LEAVES OF ABSENCE

Students not having academic difficulty who wish/need to be away from the ATP may request a leave of absence with the intention of re-entering the ATP at a later date. If space is available in the next year’s class, the student will be allowed to return to the ATP to complete the ATP studies. A request for a leave of absence must be filed with the Academic Dean. If the leave of absence is for more than one year, the student should contact the Admissions office for re-admission and reapply to the ATP.

WITHDRAWAL

In the case of a student having academic difficulty or professional/ethical behavior problems, the student may withdraw from the ATP on his/her own accord or at the request of the Athletic Training Program Director, in consultation with the Academic Dean and/or VPAA. When a student withdraws from the ATP, he/she needs to notify the VPAA and the Athletic Training Program Director in writing. The student may have the opportunity of returning to the ATP, but the return decision will be based on the availability of space and the merits of the student’s case. If the withdrawal is for more than a year, the student should contact the Athletic Training Program Director for an application to reapply to the ATP.

DISMISSAL

In the event that a student is dismissed from the ATP for academic difficulty, professional/ethical behavior difficulty, or other reasons, the student will not be allowed to return to the ATP. In addition, any student whose actions or conditions render their performance unsafe may be dismissed from the ATP. Unsafe is defined as any activity or situation that places the student, faculty, patient, or peers in physical, mental, or emotional jeopardy. The faculty of the ATP, in consultation with the VPAA, will make decisions regarding dismissal of students from the ATP. Student appeals of this decision will follow the same process as described in the academic difficulty section.

XII. COMPLAINT POLICY

All Clarke University academic policies, procedures, etc. are contained in the Clarke University Catalog and Clarke University Student Handbook. The academic policies in the Athletic Training Handbook are additional policies for the Athletic Training Program members to follow.

Complaints may be initiated from or directed towards one or more of the following: students, faculty, other programs, administration, clinical supervisors or the community. It is part of the Mission Statement of Clarke University to emphasize peaceful resolutions to conflict. Prior to filing a complaint, the complainant should have attempted to resolve the matter

with the individual(s) with whom they have the complaint. However, if an individual believes that their concern has not been adequately addressed or if the nature of their concern is of sufficient magnitude, they may file a complaint in writing to an athletic training faculty member within 30 days of the incident. The faculty member (depending on the nature of the complaint) will either investigate the matter internally (consulting with individuals or the faculty as a whole) or recommend that the problem be taken to another Department Chair/Academic Affairs official within the university. Issues affecting the program will be brought to faculty meetings and to the attention of Academic Affairs. A written response to the individual will be made within ten working days of receipt of the complaint.

Records of all complaints will be secured within the Athletic Training Program Director's office. Documentation will include the date, the person filing the complaint, and the parties named in the complaint. The specifics of the complaint will be confidential and will be found in either the individual's file or the Athletic Training Program Director's file depending on the nature of the incident.

Matters referred to the Academic Affairs Office or Student Life will be handled by that particular office. Should the individual be dissatisfied with the outcomes of this informal process, they have the right to file a formal grievance as found within this Manual/Handbook and in the Clarke University Student Handbook.

XIII. GRIEVANCE POLICY

All Clarke University academic policies, procedures, etc. are contained in the Clarke University Catalog and Clarke University Student Handbook. The academic policies in the Athletic Training Handbook are additional policies for the Athletic Training Program members to follow.

An Athletic Training student may file a grievance if the student believes a violation of student rights has occurred in relation to the Joint Statement of Rights and Freedoms of Students (See Clarke University Student Handbook).

In such case, a request should be made in writing for a hearing with the Athletic Training Program Director. This request should be made within 30 days of the questioned violation.

The faculty of the ATP will form a committee to investigate this concern. No faculty member who is part of the grievance will be allowed on the committee. If a faculty member has a conflict of interest or is part of the grievance, he/she must excuse themselves from the committee.

Following a hearing with this Ad Hoc Committee and the student, a written recommendation will be given to the student and a copy forwarded to the Vice President for Academic Affairs within 5 working days. If such recommendation resolves the grievance, no further action will be taken. If a resolution is not reached, the student may appeal for a University level hearing, according to stated Clarke University policies.

XIV. CONFIDENTIALITY AND PRIVACY OF RECORDS

All Clarke University academic policies, procedures, etc. are contained in the Clarke University Catalog and Clarke University Student Handbook. The academic policies in the Athletic Training Handbook are additional policies for the Athletic Training Program members to follow.

Clarke University's ATP adheres to the state, federal and the University's policies regarding confidentiality of student and patient records (FERPA, HIPPA, etc). No records will be maintained that are not directly related to the basic purposes of the University and ATP. Refer to the Clarke University Student Handbook, <http://www.hhs.gov/ocr/hipaa/> or state and federal laws for further clarification of this policy. Students will take an annual online course on HIPPA. There is a minimal fee for this course.

XV. ADVISEMENT

The student and faculty advisor should meet as needed to discuss progress and professional development in the ATP; however, the student is ultimately responsible for his/her progression and graduation. The Athletic Training Faculty

believes that advisement enhances academic performance and professional development. Refer to the University's advisement recommendations for further clarifications of this policy.

XVI. STUDENT REPRESENTATION

The ATP encourages all students to bring concerns to the attention of the Athletic Training Faculty on an individual basis. However, realizing that not all individuals are comfortable in discussing concerns on an individual basis, each class will elect student representatives, through the Clarke Athletic Training Society (CATS) organization, and class representatives who will serve as intermediaries between members of the class and the Athletic Training Faculty. These students will be included in appropriate Athletic Training Faculty meetings to discuss curriculum and students concerns, as necessary. CATS bylaws will be filed with the Clarke Student Association.

Athletic Training Students will elect representatives yearly to serve as representatives. Responsibilities will include, but are not limited to organizing and recording minutes for class meetings, informing the Athletic Training Program Director when they need to bring concerns to a faculty meeting, attending Athletic Training Faculty meetings as necessary and organizing elections of new representatives. Results of all elections will be submitted in writing to the Athletic Training Program Director.

XVII. STUDENT ACCESS TO LAB AND STUDY AREAS

All Clarke University academic policies, procedures, etc. are contained in the Clarke University Catalog and Clarke University Student Handbook. The academic policies in the Athletic Training Handbook are additional policies for the Athletic Training Program members to follow.

During school hours, students have access to the anatomy, athletic training, biology, chemistry, and other research laboratories with appropriate supervision. After school hours, students can have access to classrooms and labs by making an appointment with the appropriate faculty member. It is the policy of the Clarke University ATP, for safety reasons, that no student shall be admitted or be allowed to remain in the above areas alone.

Admission to the anatomy, chemistry and biology labs and the athletic training areas is limited to provide for student safety. Phones are available in or near each area in the case of emergencies. Students should be aware that adherence to the admission policy into these areas is designed to help ensure a safe student environment. Students, who provide access to these areas to individuals who do not have direct approval from the appropriate programs/faculty or who are found in these areas alone, will face disciplinary action. In addition, students who use equipment without faculty approval use equipment for which they have not received training, conduct research without IRB approval, and/or use equipment to treat individuals without direct supervision, will be considered in violation of professional/ethical behavior. The Athletic Training Faculty will meet to discuss the circumstances of the incident and make recommendations to be forwarded to the VPAA. If the student wishes to appeal the decision, he/she must file a letter with the Vice President for Academic Affairs or Provost within ten working days. This letter of appeal must clearly state the student's view of the incident as well as a plan the student will follow to remedy the situation.

XVIII. ACADEMIC SEQUENCE AND PROGRESSION

Sample curriculum guides and other resources to assist students in progression within the ATP can be found on the website. ATP academic advisors should be consulted whenever a student has questions or is need of assistance.

Bachelor of Science

PRE-PROFESSIONAL PHASE (MOST OFTEN THE FIRST YEAR)

Students will identify basic concepts and theories of athletic training.

In this phase, students take courses designed to provide the basic science foundation to be used later in more advanced science classes and in the applied science of their required athletic training courses. Chemistry knowledge base is a program requirement for upper division AT coursework. Biology is prerequisites for Human Anatomy and Physiology; they provide a knowledge base when the students study anatomy and physiology. A course in advanced math (statistics) is a prerequisite for Research.

The requirements for the ATP are Certification in First Aid and CPR/AED, ATHT 130 – Care and Prevention of Athletic, and ATHT 133 - Dynamics of Health and Nutrition. The classes concentrate on skills fundamental to entry in the program. Basic injury, illness, health, nutrition, emergency management, taping, equipment fitting and documentation skills are stressed.

Prospective students apply to the program at this time. The students will be notified of their acceptance to the ATP before the end of the spring semester, unless the student is a transfer student and then they will be notified as soon as possible following the submission of their application. Observation hours for the application process are ordinarily arranged with/through the Athletic Training Program Director. Observation hours are intended as a time to observe the athletic training environment and personnel, ask questions, gathering knowledge, practicing skills, etc. Direct patient care by observation students is not permitted.

LEVEL I (MOST OFTEN THE SOPHOMORE YEAR) – FALL SEMESTER

Students comprehend and apply basic skills, concepts, and theories of athletic training to the clinical and educational settings.

Clinical education at this level is based on the skills that were taught during the pre-professional phase. Emergency situations, equipment fitting and taping are among those skills. As the student progresses through the assessment course, they will practice their extremity assessment procedures. Throughout this time, students are supervised closely by their clinical faculty with opportunities to interact with other students, as well as Certified Athletic Trainers to advance their clinical skills.

LEVEL I (MOST OFTEN THE SOPHOMORE YEAR) – SPRING SEMESTER

Students comprehend and apply basic skills, concepts, and theories of athletic training to the clinical and educational settings.

The student will begin to assess head, neck and thorax and continue to enhance their extremity assessments at the clinical sites. Throughout this time, students are supervised closely by their clinical faculty with opportunities to interact with other students and Certified Athletic Trainers to advance their clinical skills.

LEVEL II (MOST OFTEN THE JUNIOR YEAR) – FALL SEMESTER

Students analyze and justify professional behaviors, skills, and theoretical concepts while applying ethical decision making to clinical, educational and research conditions.

Assessment skills are reviewed and are tied closely to the rationale for using one physical agent/modality versus another. The students work closely with their clinical faculty and are encouraged to integrate previously acquired knowledge and skills to make clinical decisions. They begin to see the long-term effects of their interventions with persons they see in the clinical setting. This clinical faculty focuses on proper techniques of modality usage and decisions on which to use in circumstances that occur in the clinical setting.

LEVEL II (MOST OFTEN THE JUNIOR YEAR) – SPRING SEMESTER

Students analyze and justify professional behaviors, skills, and theoretical concepts while applying ethical decision making to clinical, educational and research conditions.

Coursework and clinical education centers the students on rehabilitation and reconditioning of the athlete. The students work closely with their clinical faculty and are encouraged to integrate all previously acquired knowledge and skills to make clinical decisions. The prevalence treatment and prevention of illness and disease in the respective clinical settings are discussed.

LEVEL III (MOST OFTEN THE SENIOR YEAR) – FALL SEMESTER

Students develop proficiency at the entry-level competencies in a supervised clinical setting as they integrate knowledge, skills, behaviors, and values in the helping relationship.

Clinical education at this level prepares the athletic training student to be an entry-level practitioner. Students in Level III are given the independence to work up and follow patients independently with the clinical faculty always being available to intervene if needed. Level III students assist the preceptor/clinical faculty by working with Level I, II, and observation

students, while they practice clinical skills in the clinical setting. Level III students may be asked to be lab assistants in other athletic training classes. The Level III students work on a senior research projects and capstone projects.

LEVEL III (MOST OFTEN THE SENIOR YEAR) – SPRING SEMESTER

Students develop proficiency at the entry-level competencies in a supervised clinical setting as they integrate knowledge, skills, behaviors, and values in the helping relationship.

Students continue their clinical education experience. Integration of their knowledge base into clinical practice is emphasized. A cumulative assessment (MOCK EXAM), similar in make-up to the BOC certification test, is performed and assessed. Assistance in career planning, job hunting and preparation for the BOC certification are also primary areas of study and focus. It is expected that students present their senior research project (may do this earlier, in fall). An exit interview and survey takes place to allow the students to give constructive feedback on the program and their experience at Clarke University.

Master of Athletic Training

PRE-PROFESSIONAL PHASE

Students will identify basic concepts and theories of athletic training.

In this phase, students take courses designed to provide the basic foundation to be used later in more advanced classes of their required athletic training courses. The required courses concentrate on skills fundamental to entry in the program. Basic science, injury, illness, health, nutrition, emergency management, taping, equipment fitting and documentation skills are stressed.

Prospective students apply to the program at this time. The students will be notified of their acceptance to the Clarke University ATP before January 1 and will be notified of decisions as soon as possible following the deadline for submission of their application. Observation hours for the application process are ordinarily arranged with/through the Athletic Training Program Director if the student is a Clarke student at the time of application. Non-Clarke students can fulfill observation hours by arranging observation of a Certified Athletic Trainer and then submitting the observation forms/documentation. (See online resources or inquire of the Athletic Training Program Director.) Observation hours are intended as a time to observe the athletic training environment and personnel, ask questions, gathering knowledge, practicing skills, etc. **Direct patient care by observation students is not permitted.**

MAT LEVEL I (1st YEAR OF THE MAT) – SUMMER AND FALL SEMESTER

Students comprehend and apply basic skills, concepts, and theories of athletic training to the clinical and educational settings.

Clinical education at this level is based on the skills that were taught during the pre-professional phase. Emergency situations, equipment fitting and taping are among those skills. As the student progresses through the courses in emergency care, pathoetiology, assessment, pathomechanics and therapeutic interventions, they will practice the appropriate skills. Throughout this time, students are supervised closely by their clinical faculty with opportunities to interact with other students, as well as Certified Athletic Trainers and other health care professionals to advance their clinical skills.

MAT LEVEL I (1st YEAR OF THE MAT) – INTERSESSION AND SPRING SEMESTER

Students apply evidence-based practices in the rapidly changing healthcare environment. Students analyze applicable professional behaviors at the clinical, educational, and research levels.

Clinical education at this level is based on the skills that were taught during the pre-professional phase and in the first clinical rotations. Emergency situations, equipment fitting and taping are among those skills. As the student progresses through the courses in research, pathoetiology, assessment, pathomechanics and therapeutic interventions, they will practice the appropriate skills. Throughout this time, students are supervised closely by their clinical faculty with opportunities to interact with other students, as well as Certified Athletic Trainers and other health care professionals to advance their clinical skills. MAT Level I students work on choosing and beginning scholarly projects.

MAT LEVEL II (2nd YEAR OF THE MAT) – SUMMER

Students apply evidence-based practices in the rapidly changing healthcare environment. Students develop proficiency at the entry-level competencies in a supervised clinical setting as they integrate knowledge, skills, behaviors, and values in the helping relationship.

Clinical education at this level is based on the skills that were taught during the pre-professional phase and in the first year. Students are encouraged to integrate knowledge and skills to make clinical decisions and to see the long-term effects of interventions. Throughout this time, students are supervised closely by their clinical faculty with opportunities to interact with other students, as well as Certified Athletic Trainers and other health care professionals to advance their clinical skills.

MAT LEVEL II (2nd YEAR OF THE MAT) – FALL SEMESTER AND INTERSESSION

Students justify ethical decision-making processes at the clinical, educational, and research levels.

Clinical education at this level is based on the skills that were taught during the pre-professional phase and in the first year. Students are encouraged to integrate knowledge and skills to make clinical decisions and to justify their decision-making processes. As the student progresses through the courses in research, general medical conditions, pathoetiology, assessment, pathomechanics, therapeutic interventions and management, they will practice the appropriate skills. Throughout this time, students are encouraged to work with and follow up with patients independently with the clinical faculty always available to intervene if necessary. The MAT Level II students assist the preceptor/clinical faculty with other ATSS and observation students, while they practice clinical skills in the clinical setting. MAT Level II students may be asked to be lab assistants. MAT Level II students work on completing scholarly projects.

MAT LEVEL II (2nd YEAR OF THE MAT) – INTERSESSION AND SPRING SEMESTER

Students create a collaborative environment with other healthcare professionals to develop, administer, and utilize effective clinical skill management, communication, scholarship and professional development. Students develop proficiency at the entry-level competencies in a supervised clinical setting as they integrate knowledge, skills, behaviors, and values in the helping relationship.

Students continue their clinical education experience. Integration of their knowledge base into clinical practice is emphasized. A cumulative assessment (MOCK EXAM), similar in make-up to the BOC certification test, is performed and assessed. Assistance in career planning, job hunting and preparation for the BOC certification are primary areas of study and focus. It is expected that students present their scholarly project. An exit interview and survey takes place to allow the students to give constructive feedback on the program and their experience at Clarke University.

XIX. CLINICAL EDUCATION

CLINICAL EDUCATION GENERAL DESCRIPTION

Clinical education in Athletic Training at Clarke offers a unique opportunity for students. Clarke is a caring community with small class sizes but, when it comes to the health sciences, it has competent faculty and quality facilities. There are at least nine (9) clinical faculty in the Athletic Training Program, all linked by contract to Clarke University. That translates to approximately four students per preceptor/clinical faculty with a usual maximum of 36 students in the Athletic Training Program. Ordinarily, no more than 5 clinical students can be assigned to any 1 Clinical Faculty/Preceptor at a time.

The Medical Director and Team Physician, Steven Rock MD, received his resident training in pediatrics and fellowship training in orthopedics. Physicians serve as consultants and guest lecturers in the Athletic Training Program, as do several of the Nurse Practitioners, Physical Therapists, Chiropractors, Paramedics, and other health care specialists. The campus Health Services staff also serve as consultants and guest lecturers in the ATP. Additionally, each student spends at least 1 full office day with the Medical Director and office days with the Clarke University's Health Services.

CLINICAL EDUCATION DEFINITIONS

To ensure proper communication, select definitions concerning clinical education are given:

- *Athletic Training Program Director (ATPD)* - The certified athletic trainer employed by the academic facility, which develops, organizes, supervises, and coordinates the clinical education component of the athletic training curriculum.
- *Academic Facility (AF)* - The accredited educational institution that provides the entry-level curriculum in the professional preparation of athletic training students.
- *Athletic Training Site Supervisor (ATSS)* - The clinician designated by the clinical facility to organize, direct, supervise, coordinate, and evaluate the clinical education program in that facility.

- *Clinical Educational Facility or Affiliated Site* - An accredited or approved health care facility that provides the athletic training student with a learning laboratory and patient contact for the development of athletic training competencies.
- *Preceptor/Clinical Faculty* - The certified athletic trainer employed by the clinical educational facility who is designated by the Athletic Training Site Supervisor to supervise and evaluate the activities of the athletic training students.
- *Affiliated Clinical Faculty/Clinical Faculty/Preceptor* - The certified athletic trainer employed by the clinical educational facility who is designated by the Athletic Training Site Supervisor to supervise and evaluate the activities of the athletic training students.
- *Letter of Agreement* - The written document that defines the agreement made between the academic facility and the clinical education facility. This document outlines the rights and responsibilities of all parties.
- *Athletic Trainer Clinical Instruction Performance Assessment* - The written document that is completed by the student and the Clinical Faculty at both the midterm of the clinical education experience and at the close of the clinical education experience.
- *Direct Supervision* – The Preceptor/Clinical Faculty must be physically present or within an immediate distance and available to respond when any athletic training services are being provided.

**These definitions are taken from the CAATE, NATA, BOC governing bodies.

CLINICAL OUTCOMES

While in the clinical setting, the Clarke University Athletic Training Program/Department will:

1. Demonstrate safe and effective clinical prevention, recognition, treatment, care, rehabilitation, and return to participation principles and skills.
2. Demonstrate cultural competence through behaviors, attitudes, and skills.
3. Demonstrate sensitivity to the person.
4. Demonstrate treatment of the whole person.
5. Demonstrate treatment of each individual with fairness and respect.
6. Demonstrate effective interpersonal communication skills.
7. Demonstrate professional presence which includes, but is not limited to:
 - a. Active listening
 - b. Appropriate body language
 - c. Appropriate and professional language
 - d. Maintaining realistic and positive rapport

In order to meet all pertinent educational outcomes and goals, the Clarke University Athletic Training Program/Department requires Clinical Education in Athletic Training courses each semester during the professional phase of the Athletic Training Program. In addition to completing the Clinical Education in Athletic Training courses, each student is evaluated during all Athletic Training Program course work in the form of written tests, simulated, situational tests, and oral/practical tests. This allows Athletic Training Program Faculty better prepare the student for the rigors of the BOC certification exam, evaluate the students' progress in acquiring a cognitive, skill, and affective base in the appropriate and necessary areas. The integration of the Athletic Training Program within the institutional mission of Clarke University has been a high priority for faculty, staff, and administration.

RESPONSIBILITIES OF CLINICAL EDUCATION PARTICIPANTS

Athletic Training Program Director (in collaboration with the Clinical Coordinator/Clinical Education Coordinator)

- Clinical Education Program Planning and Implementation
 - Develop, review, and revise clinical education policies and procedures.
 - Plan and implement the academic program's clinical education component in collaboration with the academic faculty, clinical faculty, and students.

- Develop and coordinate the evaluation process for clinical education. Review, revise, and implement evaluation instruments.
- Receive student performance reports from clinical faculty and give a grade for the clinical instruction course.
- Monitor the academic performance of students to ensure they meet criteria for completing the clinical education experience.
- Use appropriate intervention strategies with the ATSS and Clinical Faculty in situations where students are demonstrating difficulties while on clinical instruction experience.
- Implement immunization and preventative health policies and procedures consistent with federal, state, institutional, and AFFILIATED SITE requirements.
- Negotiate Letter of Agreement with AFFILIATED SITE's consistent with institutional policy and state law.
- Negotiate and implement liability protection of students consistent with institutional policy and AFFILIATED SITE requirements.
- Participate in regional, state, and national clinical education activities/programs.
- Maintain clinical education records.
- Communication
 - Disseminate information about the academic facility to the clinical faculty. This information should include:
 - philosophy and mission of the academic program
 - program curriculum
 - clinical education policies and procedures
 - evaluation tool and criteria
 - performance objectives for each clinical instruction
 - student assignments
 - clinical faculty development opportunities
 - Placement of students in AFFILIATED SITE's, to include:
 - informing students of clinical education policies and procedures.
 - preparing clinical instruction experiences and informing students promptly as well as coordinating mailings to AFFILIATED SITE's.
 - Communicate with ATSS's, Clinical Faculties, and students to assess student performance and progress.
 - Interact with students regarding their clinical performance as needed.
 - Supervise clinical instruction experience contacts by academic faculty with students in clinical setting; provide guidelines for information collection.
 - Arrange periodic visits to AFFILIATED SITE's as needed to discuss student issues.
- Clinical Site Development
 - Identify criteria for clinical site selection and utilization.
 - Maintain current files on all AFFILIATED SITE's as required by CAATE.
 - Coordinate, monitor, and update AFFILIATED SITE Letters of Agreement and information forms.
 - Maintain sufficient number and diversity of clinical sites to meet clinical teaching needs.
 - Assist clinical centers in development process.
- Clinical Faculty Development
 - Assist the ATSS's in developing, implementing, and evaluating clinical faculty development programs.
 - Provide training programs for clinical faculty.
 - Involve clinical faculty in preparation of accreditation documentation and outcome performance assessment of students.

Athletic Training Site Supervisors

- Identify, organize, develop, and coordinate the specific learning experiences within the AFFILIATED SITE.
- Organize, direct, supervise, coordinate, and evaluate the clinical instruction of the student assigned to their AFFILIATED SITE.

- Participate with the ATPD in developing, implementing, and evaluating clinical faculty development programs.
- Maintain communication with the ATPD, Clinical Faculty, and the assigned student during the clinical education experience (i.e., notification of student problems and progress).
- Ensure that the clinical site meets the CAATE guidelines.

Clinical Faculty/Preceptor

- Plan for the arrival of the student by sending appropriate AFFILIATED SITE information to the student, reviewing student information, and reviewing student goals.
- Assist ATSS in completion of orientation to the AFFILIATED SITE.
- Provide supervision and guidance to the student in accordance with CAATE, NATA, BOC and the Clarke University's policies, procedures, guidelines and/or standards.
- Perform written and verbal evaluations of the student's performance final with completion of necessary evaluative forms.
- Promptly recognize student performance problems and identify such problems to the student.
- Contact ATSS and ATPD promptly if appropriate remediation of student performance problems is not met.
- Follow the NATA, BOC and CAATE Guidelines for Clinical Faculties/Preceptors.

Athletic Training Students

- Prior to the student's arrival at the assigned AFFILIATED SITE, the student is responsible for:
 - Reviewing the responsibilities of the academic educational facility and the AFFILIATED SITE as stated in the Letter of Agreement.
 - Reviewing the information concerning the assigned AFFILIATED SITE that is found in the ATP AFFILIATED SITE file cabinet.
 - Reviewing the School's Student Manual/Handbook and the Program's Academic and Clinical Education Policy and Procedures Manual/Handbook.
 - Paying all fees including tuition and liability insurance.
 - Completing the Student Information Sheet and all other paperwork (physical, medical history, immunizations, etc) and filing a copy with the ATPD.
- While at the assigned AFFILIATED SITE, the student is responsible for:
 - Adhering to the policies and procedures of the AFFILIATED SITE and the ATP.
 - Adhering to the AFFILIATED SITE and AT dress code policies.
 - Adhering to the policies and procedures of Clarke University as stated within the Student Manual/Handbook and the ATP Policy and Procedures Manual/Handbook.
 - Attending the Affiliated Site according to the schedule as designated by the PRECEPTOR/CLINICAL FACULTY and ATSS. The student must arrive to AFFILIATED SITE on time daily and conform to clinical hours. Ordinarily, four (4) excused absences are allowed without make-up; excused absences beyond 4 days require make-up as allowed by the AFFILIATED SITE and ATPD.
 - Notifying the ATPD and the ATSS prior to the start of the clinical day in the event of an excused absence secondary to illness or accident. The ATPD should be contacted if the student has unexcused absences more than twice.
 - Participating in professional activities (staff meetings, in-services) of the AFFILIATED SITE as allowed by the ATSS, PRECEPTOR/CLINICAL FACULTY, and ATPD.
 - Participating in the evaluation of their clinical mastery using the COMPETENCIES AND PROFICIENCIES.
 - Evaluating the effectiveness of the clinical instruction experience at the AFFILIATED SITE and returning a copy of the AFFILIATED SITE evaluation form to the ATPD.
- Failure to meet the listed responsibilities may result in one of following:
 - Cancellation of the clinical instruction experience
 - Academic probation
 - Academic dismissal

The decision regarding the consequence of not meeting responsibilities will be made by the ATPD, and the student's academic advisor, in consultation with the ATSS and the PRECEPTOR/CLINICAL FACULTY, if appropriate.

CLINICAL EDUCATION EXPERIENCE ASSIGNMENTS

The ATPD in consultation with the Clinical Education Coordinator/Clinical Supervisor will assign the most appropriate site(s) for the student based on needs of the student, availability of sites and clinical faculty. Primary importance is given to matching students with appropriate clinical education experiences. Following assignment of clinical sites, students and Clinical Faculty/Preceptors are notified of placements. Students may meet with the ATPD and discuss their clinical assignments. The assignments for the clinical education experience sequence are ordinarily completed during the academic year. Athletic Training Students cannot and do not receive monetary remuneration for clinical education experience time. All students must meet all background check, health and training requirements prior to going to clinical education experience assignments.

LOG HOURS

Students must log a minimum of 1000 hours and a maximum of 2000 hours of clinical education time in order to graduate. Ordinarily, no student is allowed to log more than 20 hours and no less than 2 hours in a calendar week (Sunday through Saturday) during full academic weeks. During summer, intersession and non-academic calendar weeks students may log up to 40 hours per week. A student must have a minimum of 1 day off in every 7 calendar days. Students must submit any exceptions to the amount of time spent in clinical education in writing to the Athletic Training Program Director and Clinical Education Coordinator/Clinical Supervisor. Clinical experience hours follow the Clarke University, departmental, programmatic and accrediting body and/or affiliated site's guidelines and policies as applicable for the credits assigned to the related Clinical Education courses rather than the federal and institutional guidelines for lecture courses or the institutional guidelines for internships. All students must track and report/submit their own hours in accordance with professional/ethical behaviors. Log Hour Forms are available in MOODLE. Students must submit their completed Log Hour Forms for the completed month prior to midnight on the 5th day of the subsequent month, titling submissions with Last Name Month Year.

TRANSPORTATION/LODGING

Students are responsible for providing their own transportation and lodging for all clinical learning experiences associated with the curriculum. These learning experiences include the clinical education experience sequence and clinical courses that may involve periodic local travel away from the main campus. Therefore, students must have access to a car or other means of transportation to enable them to travel to the clinical sites.

LIABILITY INSURANCE

Prior to the fall semester of each year of the professional phase of the ATP, the athletic training students are billed for malpractice insurance through Clarke University.

BACKUP SUPERVISION

In the case of the absence of a Clarke Clinical Faculty/Preceptor, a plan must exist for backup supervision during times of clinical educational. This backup plan is to be utilized only on a short-term basis and only in emergency situations when Clarke Clinical Faculty/Preceptor must be absent (i.e., illness or death in the family). In all backup situations, the ATP Program Director and/or Clinical Coordinator/Supervisor must be notified. If a trained Clarke Clinical Faculty/Preceptor cannot provide supervision, then students cannot be at the facility as an Athletic Training Student. Supervision backup plans are reviewed at least annually and changes should be discussed during site visits and preceptor training sessions.

The ATSS is responsible for the following:

Notifying the student of the backup procedure during orientation.

Notifying the student of the backup preceptor/clinical faculty for the involved day.

Notifying the backup preceptor/clinical faculty of the need to supervise the student for the involved day.

Notifying the ATPD of the plan for the backup supervision.

Notifying the ATPD when the backup plan is activated.

The student is responsible for the following:

- Knowing the backup supervision plan.
- Working under the supervision of the backup preceptor/clinical faculty for the short-term period.
- The backup Clinical Faculty is responsible for the following:
 - Organizing, directing, supervising, and evaluating the activities of the student for the short-term period.
 - Reporting to the ATSS the outcome of the involved days.

EVALUATION OF STUDENT CLINICAL PERFORMANCE

The Clinical Faculty/Preceptor will evaluate students in a clinical rotation with written reports a minimum of a midterm (formative) and final (summative) points of the clinical education experience. The Clinical Faculty/Preceptor will use the given evaluation tools. These evaluation tools were designed to provide a uniform and consistent instrument to measure athletic training student performance for all levels of clinical instruction experience. Site-specific feedback forms, daily or weekly, should be written according to site policy and procedure.

CLINICAL EDUCATION EXPERIENCE VISITS

The ATPD, Clinical Education Coordinator/Clinical Supervisor or designee will ordinarily supervise at least one visit per clinical education rotation for each student, with the intention of the ATP to supervise at two visits per clinical education rotation for each student. A representative for the ATPD may be one of the academic athletic training faculty.

The ATPD and/or representative are responsible for the following:

- Scheduling the clinical education experience visits with the ATSS and/or Clinical Faculty during the academic year.
- Meeting with the student at their assigned clinical site to discuss:
 - Types of learning experiences (diagnosis encountered, treatment techniques observed and practiced, evaluation techniques observed and practiced, and other specific learning experiences).
 - Type and frequency of interaction with the Clinical Faculty, degree of supervision.
 - The student's performance (strengths and weaknesses).
 - The effectiveness of the student's academic preparation (additions, deletions, modifications).
- Meeting with the (and ATSS if available) to discuss:
 - The student comments about the clinical instruction experience (types of learning activities and degree/type of supervision).
 - The strengths Clinical Faculty of the student's performance.
 - The weaknesses of the student's performance.
 - If problem(s) are identified the ATPD should discuss possible solution(s) to the problem(s) with the ATSS, Clinical Faculty and the student.
- Documenting the contact through the use of the Clarke University Clinical Education Experience Visit Report Form.
- Filing the clinical education experience visit form.
- Relaying any necessary information to the academic faculty.

The Clinical Faculty/Preceptor is responsible for:

- Approving the date and time of the clinical instruction experience visits.
- Meeting the ATPD or representative to discuss:
 - The strengths and weaknesses of the student's performance.
 - The thoroughness and effectiveness of the student's academic preparation for the clinical instruction experience.

The student is responsible for:

- Informally assessing their clinical learning experience PRIOR to the ATPD or representative's arrival.
- Meeting with the ATPD to discuss:
 - Types of learning experiences (diagnosis encountered, treatment techniques observed and practiced, evaluation techniques observed and practiced, and other specific learning experiences).

- Type and frequency of interaction with the Clinical Faculty/Preceptor, degree of supervision.
- Their own performance (strengths versus weaknesses).
- The effectiveness of their academic preparation (additions, deletions, modifications).
- If problem(s) are determined, the ATPD should discuss possible solution(s) to the problem(s) with the ATSS, Clinical Faculty/Preceptor and the student. Strategies such as learning contracts may be used to clarify student expectations.

STUDENT EVALUATION OF THE CLINICAL EDUCATION EXPERIENCE

Student evaluation of the clinical education experience is used to assist the development of the clinical educational facility, and to provide information for other students. The Clinical Education Evaluation Form is to be completed by each athletic training student during the final week of each Clinical Education Experience.

GRADING SYSTEM FOR THE CLINICAL INSTRUCTION EXPERIENCE

The grading for the clinical educational experience courses is based upon ATP grading system. To obtain credit for the course, the athletic training student must complete the following:

- All of the objectives for the course as described in the Clinical Education experience syllabus.
- Submit all required evaluative forms to the ATPD.
- Submit clinical education log sheets to the ATPD.
- Submit all required assignments to the ATPD/Faculty.

The clinical education experience is evaluated by the Clinical Faculty/Preceptor at the end of the experience using the appropriate evaluation tool and the ATPD/Faculty in the course. The student will evaluate the clinical education experience and the clinical faculty using the Clinical Education Evaluation Form. This evaluation is shared at the time of the final evaluation. Both the student evaluation of the clinic and the final clinical evaluation of the student shall be filled out prior to the mutually agreed upon meeting time.

If the student is not performing at a satisfactory level at any time during the clinical education experience, the Clinical Faculty/Preceptor or the Clinical Supervisor or ATSS should contact the ATPD immediately. The ATPD, ATSS, faculty, and student will work together to determine the problem(s) and propose solutions to remedy the situation. If the student continues to perform at an unsatisfactory level at the time of the final evaluation, the Clinical Faculty/Preceptor, the ATSS, and the ATPD will determine if the student should receive credit for the clinical education experience. Failure to receive credit in the Clinical Education Experience course will result in the student receiving one of the following grades: W (withdraw), I (incomplete), or F (fail) based on the decision of the ATP Faculty in consultation with the ATPD, ATSS, and ACI. If the student receives a W or an I grade, the student will meet with the student's faculty advisor, the ATPD, and the ATPD to determine the most appropriate form of remediation. Remediation must be completed prior to the student starting the next full-time clinical education experience. Successful completion of full-time clinical instruction experiences is required for students to be eligible for graduation with a degree.

A grade of F (fail) of the remediation will result in failure of the course. Refer to the policy on failure of a course in the Athletic Training Program in the Academic Policy and Procedure Manual/Handbook for further details. The student's record will be reviewed for appropriate action by the ATP Faculty.

The ATPD is responsible for the following:

- Reviewing the evaluative forms.
- Assigning either a grade to the student based upon attendance, evaluative form, and log and assignment completions.

The Faculty and ATSS are responsible for the following:

- Immediate notification of ATPD of any problems with student.
- Assuring that the evaluative form is completed and reviewed with the student at the mid-point and end of the clinical education experience.
- Sending in the evaluative form to the ATPD at the end of the clinical education experience course.

The student is responsible for the following:

- Immediate notification of ATPD of any major clinical problems.

Completing and sending in the Clinical Education Evaluation Form and the clinical education log to the ATPD at the end of the Clinical education experience.

STUDENT WITHDRAWAL POLICY

Student withdrawal from a clinical educational facility may occur for the following reasons:

- Unsatisfactory student performance: According to the clinical educational facility, the student behaves or exhibits characteristics that are detrimental to the clinical site in carrying out its health care responsibilities. In this case, the ATSS is to submit the request for student withdrawal to ATPD. If the ATPD is not available the request should be made to the VPAA. The Clarke University ATP faculty will respond to the request within two working days.
- Unsatisfactory clinical education experience: According to the Clarke University ATP faculty, if the clinical educational experience does not meet the needs of the student, or there is knowledge of unsafe or unethical patient care at the AFFILIATED SITE, the student will be withdrawn. The ATPD will contact the ATSS and will discuss the rationale for the necessity of student withdrawal from the AFFILIATED SITE.

POLICY ON SPORTS PARTICIPATION

Any ATS may choose to participate in one intercollegiate sport per academic year, while in the ATP. This policy and agreement is only intended to make allowances within 1 clinical rotation (fall, winter, or spring) per year, unless the sport the athlete is intending to participate in is Men's Volleyball (MVB). MVB will be ½ of winter rotation and ½ of spring rotation. When choosing to participate in both activities, the Athletic Training Student/Student Athlete must understand and agree to the following:

1. The ATPD and Clinical Faculty need to be notified of participation or discontinuation of participation in writing. The coach should be notified at least verbally of the intention to coordinate and participate in both activities. The ATS should present documentation of participation at least three weeks prior to the beginning of the sport's first meeting time. Notification of discontinuation of participation should be given as soon as possible.
2. He/She is responsible for making up missed material for Clinical Education in Athletic Training, as with any and other courses. Additionally, there may be make-up times or work for missed time, as structured and designed by the ATPD and/or Clinical Faculty with the student.
3. He/She should still report to the Clinical Faculty they are assigned to for each rotation. The student should attend Clinical Education as in season, schedules permit and then must make up missed portions of the rotation, as arranged with the Clinical Faculty and ATPD. The ability to make-up Clinical Education is limited to in season participation **only**. Off season or any non-regular season practices, games, or events for a sport are not included in this allowance.
4. An incomplete can be given, with correct filing of paperwork, if the ATS needs additional time beyond the current semester to fulfill the requirements of the course.
5. ATS will not be required or encouraged to act as an ATS during the sport activities in which they are involved as an athlete.
6. Participating in more than one sport per academic year is not encouraged or looked upon favorably and no guarantees can be made as to the length of time that a student will require to be able to finish all course work for Clinical Education courses.

XX. SAFETY

CPR/ FIRST AID REQUIREMENT

All students in the ATP are required to have current documentation stating successful completion of First Aid and CPR courses/certifications. Students must be certified prior to the first clinical rotation and must recertify annually while in the ATP. There is a minimal fee for recertifying in these courses if the student does them with the ATP. If the student does not complete or pass these certifications with the ATP, it is their responsibility to find and pay for the additional course(s) on their own prior to the deadlines.

HEALTH REQUIREMENTS IMMUNIZATIONS

A current copy of each ATS immunizations must be presented to the ATPD prior to the beginning of the first clinical rotation for the ATP. The immunization record will be kept in each student's file.

Students are required to annually meet all health and certification requirements as designated by the clinical site, including but not limited to tuberculosis testing (Mantoux PPD test), physical examination, and cardiopulmonary resuscitation certification. Required proof will be the responsibility of the student. Students born after January 1, 1957 must have documentation of two MMR vaccinations, and all students must show positive rubella titer and current tetanus immunization. Before a student begins the clinical education experience the AT shall inform the student of the availability of the Hepatitis B vaccination and require that the student either undergo the vaccine series or sign a declination statement. It is the student's responsibility to show proof of all health testing and to be aware of site-specific requirements. Clarke University shall furnish proof of the student's blood borne pathogen training to the clinical site.

ILLNESS

Students are responsible for notifying their Clinical Faculty or ATSS in the case of an acute illness such as a cold, sore throat, or flu. Students must abide by the policy of the clinical site regarding illness and attendance. If a student is seropositive for hepatitis B surface antigen, they must disclose this to the ATPD, ATSS, and Clinical Faculty. A physician and approval of the infection control agency at the clinical site will withhold these students from patient care until there is a written release. The ATP will abide by the Clarke University Policy Guidelines on Acquired Immune Deficiency Syndrome.

UNIVERSAL PRECAUTIONS AND BLOODBORNE PATHOGENS

All Athletic Training Students will complete training in Universal Precautions/Bloodborne Pathogens yearly as required by the Occupational Health and Safety Administration beginning in the freshmen/observation year(s) or for transfer and non-Clarke students beginning their first year of attendance. There is a minimal fee for recertifying in these courses if the student does them with the Program. If the student does not complete or pass these certifications with the Program, it is their responsibility to find and pay for the additional course(s) on their own prior to the deadlines.

HAZARDOUS MATERIALS

A complete list of all hazardous materials found in the ATP can be viewed in the Athletic Training Clinic/office and the Safety and Security Office of each clinical site. A Safety Manual with Material Safety Data Sheets (MSDS) for all hazardous materials will be appropriately available in each athletic training clinical areas and respective Safety and Security Offices.

EMERGENCY PROCEDURES

An emergency procedure manual can be viewed in the Athletic Training Clinic/office at the clinical sites. A Safety Manual with emergency procedures will be appropriately available in each area.

THERAPEUTIC MODALITIES

Modality Policy and Procedures

The Clarke University Athletic Training Program and Clarke's Affiliated Sites possess multiple therapeutic modalities intended for the treatment of patients and as tools in the education of students regarding the principles and practices of modalities. Use of the therapeutic modalities at Clarke University and Clarke's Affiliated Sites must be done under the **direct supervision** of appropriate licensed healthcare professional and/or a Clarke Faculty/Clinical Faculty/Preceptor.

Modality Calibration and/or Safety Checks

All Clarke University and University of Dubuque electrical modalities are calibrated and/or safety checked annually by a certified calibration technician contracted by Clarke University. All clinics and hospitals electrical modalities are calibrated and /or safety checked annually by contracted technicians of the clinic and hospital. All high school sites have maintenance staff who perform calibrations and safety checks. Ground Fault Circuit Interrupters are connected to all electric stimulation machines, whirlpools, and hydrocollators.

Modality Maintenance

Regularly, all modality equipment should be inspected for loose or exposed wiring, machine wear and tear, and any other pertinent inspections. All modality equipment should be cleaned and maintained as indicated in the Operating Manual.

Modality Problems and Repair

Any problems identified with any electrical modality must be reported to the Program Director and/or the Site's Head Athletic Trainer or Supervisor immediately and that modality removed from use until the problem is corrected. The Operating Manual will be consulted for the purposes of trouble shooting. If the electrical modality requires further repair then what can be accomplished on site, the Program Director or the Head Athletic Trainer will contact the institution's electrician or the contracted technician for assistance.

Athletic Training Student Use of Electrical Modalities

NO electrical modality may be performed on a student-athlete/patient without the direct supervision of a preceptor.

Pre-admitted and admitted Athletic Training Students may apply the ice, ice cup, hydrocollator pack, and cold pack modalities to a patient under the supervision of a staff Certified Athletic Trainer/Clinical Faculty/Preceptor or other appropriate healthcare professional. Athletic Training Students who have completed the training within ATHT 428: Therapeutic Modalities may use any of the appropriate, available therapeutic modalities on a patient under the **direct supervision** of a staff Certified Athletic Trainer/Clinical Faculty/Preceptor or other appropriate healthcare professional.

General Guidelines and Procedures

The general guidelines and procedures for each therapeutic modality are available in the Operating Manuals for each modality and in the textbooks for ATHT 428: Therapeutic Modalities. Other textbooks and professionals may provide additional information and should be utilized as deemed professionally appropriate.

XXI. NONDISCRIMINATION/SEXUAL HARASSMENT

Students, faculty, and staff of the Clarke University shall not discriminate against anyone based on one's race, color, religion, gender, sexual orientation, national origin, age, or ancestry. In addition, the ATP supports the guideline of not discriminating based on disability or health status and sexual orientation.

Students, faculty, and staff of the Clarke University ATP shall not discriminate against anyone on the basis of disability if such person is a "qualified individual with a disability," as defined by the Americans with Disabilities Act of 1990.

Clarke University prohibits sexual harassment of or by students, clinical staff, and faculty. Refer to the Clarke University Sexual Harassment Policy in the Clarke University Student Handbook. Any specific allegations of sexual harassment will be handled according to the procedures outlined in that policy.

**CLARKE ATHLETIC TRAINING PROGRAM
Admission Rubric**

CANDIDATE: _____ **FOR ADMISSION TO COHORT BEGINNING 20**_____

Point Values	Cum GPA	Science Pre requisite GPA	Total Pre requisite course GPA	GRE (rubric points based upon annual evaluation of "competitiveness")	Essay Content	Essay Writing	Observation Hours –	Recommendations		Interview Presentation Presence		Interview Presentation Intent		Professional/Ethical Behaviors reports from observation log forms (available online or in the Clarke AT Clinic)
								1	3	1	Excellent	1	Excellent	
10 (A)	4.0	4.0	4.0	Perfect score	Excellent	Excellent	More than 10 over assigned	10	3 Excellent	10	Excellent	10	Excellent	0 negative reports 5 or more positive reports
9 (A-)	3.6-3.9	3.6-3.9	3.6-3.9				5-10 over assigned	9		9		9		0 negative reports 4-5 positive reports
8 (B+)	3.2-3.5	3.2-3.5	3.2-3.5		Good	Good	1-5 over assigned	8	2 Excellent 1 Good	8	Good	8	Good	0 negative reports 3-4 positive reports
7 (B)	2.8-3.1	2.8-3.1	2.8-3.1				= to assigned hours	7		7		7		0 negative reports 1-2 positive reports
6 (B-)	2.4-2.7	2.4-2.7	2.4-2.7		Average	Average	1-2 less than assigned hours	6	1 Excellent 2 Good	6	Average	6	Average	0 negative reports 0 positive reports
5 (C+)	2.0-2.3	2.0-2.3	2.0-2.3				7-8 total hours	5		5		5		1 negative report
4 (C)	1.6-1.9	1.6-1.9	1.6-1.9		Less than Average	Less than Average	6-7 total hours	4	3 Good	4	Less than Average	4	Less than Average	2 negative reports
3 (C-)	1.2-1.5	1.2-1.5	1.2-1.5				5-6 total hours	3		3		3		3 negative reports
2 (D+)	.8-1.1	.8-1.1	.8-1.1		Poor	Poor	3-4 total hours	2	2 Good 1 Poor	2	Poor	2	Poor	4 negative reports
1 (D-)	.4-.7	.4-.7	.4-.7				1-2 total hours	1		1		1		5 negative reports
0 (F)	0-.3	0-.3	0-.3		None	None	0 hours	0	2 or more Poor	0	None	0	None	More than 5 negative reports

"6" is an average score.. Applicants, whose average score is less than 6, are not accepted into the program, barring any unusual circumstances.

Clarke University Athletic Training Interview Presentation Rubric

*This rubric contains several components of the Clarke University Compass Speaking Rubric, which is used as an assessment tool throughout the undergraduate and graduate curricula. The overall, realism, intent and audience engagement are used for Clarke University AT Interview Presentations in the admissions process and in interviews for graduating preparations.

Score on a 4-5 point scale as are Compass Rubrics (number is for AT 10 point Rubric)	Portion of ATP Admissions Rubric	Elements	0 (0)	1 (2)	2(4)	3(6)	4(8)	5(10)
Overall	Intent and Presence	General overall summative assessment	Does NOT answer the questions asked.	Answers without accuracy, confidence, clarity or precision.	Answers with confidence, but not accuracy, clarity or precision.	Answers with some confidence and clarity, but not precision or accuracy.	Answers with some accuracy, confidence, precision, and clarity	Answers with accuracy, confidence, precision, and clarity.
Realism Has realistic and measurable goals and expectations	Intent	Realism	Does NOT have goals and expectations	Has and conveys vague goals and expectations	Has and conveys goals and expectations that are inconsistent	Has and conveys goals and expectations that are somewhat consistent	Has and conveys goals and expectations that are mostly consistent	Has and conveys goals and expectations that are consistent and concise
Intent Why is the person here	Intent	Intent	Does NOT answer or m does NOT know why	Has and conveys vague reasons for being here	Has and conveys reasons that are not entirely consistent with desired intent	Has and conveys some reasons for consistent with desired intent	Has and conveys most reasons for consistent with desired intent	Has and conveys all reasons for consistent with desired intent
Audience Engagement Considers audience and perspective. How speaker engages audience in both the beginning and end of answer.	Presence	Audience Engagement	Does NOT answer the question asked.	Rarely engages the audience.	Sometimes engages the audience.	Often engages the audience.	Always engages the audience.	Always engages the audience and shows expertise and ease in engagement.
INTRODUCTION/ CONCLUSION <i>How speaker engages audience in the beginning that includes a thesis statement and at the end of presentation/ performance.</i>	Presence	Introduction:	Does NOT have and introduction	misleading or inappropriate; audience is unable to predict the topic/content.	vague does not fully orient audience to topic & purpose; only suggests what is to follow.	orients audience to topic & theme; audience has a sense of what will follow.	carries impact & strongly engages audience; points clearly to what will follow.	exceeds expectations
		Thesis Statement :	Does NOT have a thesis statement	absent, misleading or	Unclear	Clear	Clear and creative	exceeds expectations

				inappropriate				
		Conclusion:	Does NOT have a conclusion	absent, misleading, or inappropriate.	lacks focus & structure; leaves audience w/ questions re: speaker's intent.	summarizes /restates main points.	insightful, thought provoking	exceeds expectations
CONTENT (FOCUS & DEVELOPMENT): <i>Is there...</i> <ul style="list-style-type: none"> a main point, a focus or thesis statement? Support with details for main point or thesis? (may include textual evidence, research, reasons, stories, examples, proofs, cases, analogies or anecdotes.) evidence of revision? a cumulative statement? Visuals are professional & effective 	Presence and Intent	Supporting material:	No supporting material given	insufficient, irrelevant or even lacking.	not adequate & may be predictable.	sufficient, relevant, & informed.	well informed, insightful & original.	exceeds expectations
		Development:	No development is noted	in any form is ineffective, unfocused, incomplete or absent.	▪ uses only 1 method	uses 2 or 3 methods skillfully.	Uses several methods; skillfully integrated.	exceeds expectations
		Cumulative statement:	Does NOT have a cumulative statement	speaker fails to build or not present	weak or unclear	strong	compelling	exceeds expectations
		Visuals: This row maybe deleted		absent, misleading, or inappropriate	Offer <u>some</u> content support, but style detracts	Offer appropriate content support most of the time	Offer strong and creative content support	exceeds expectations
ORGANIZATION <i>How do the components of the piece (introduction, body, and conclusion) fit together? Do ideas flow from the thesis, connect with transitions, and remain coherent? Patterns of organization: compare/contrast; example and illustration; analogy; cause/effect; definition/ narration/ time line/order of importance.</i>	Presence	Organization:	Does NOT have organization	absent	Ineffective	Logical and effective	Creative and controlled	exceeds expectations
		Patterns:	Does NOT have notable patterns	sequence of ideas illogical	Illogical at times	Logical and clear	Skillful departures from logic are clear and effective	exceeds expectations
		Transitions:	Does NOT have notable transitions	inadequate or absent	Vague, illogical at times	Clear and varied	Varied and well constructed	exceeds expectations
VOICE How articulation, volume, tone and pace convey energy, enthusiasm and interest.	Presence	Vocal skills:		▪ may detract presentation;	▪ may impede presentation;	▪ assists presentation;	advances presentation	exceeds expectations
		Articulation		▪ imprecise.	unclear at times.	generally clear.	clear	exceeds expectations

		Pronunciation:		errors distract audience as speaker consistently slurs or mispronounces words.	errors detract from the overall quality of the performance	generally accurate.	accurate	exceeds expectations	
		Volume/voice carries:		inadequate; speaker may mumble.	to some of the audience members	to most of the audience	to all of the audience	exceeds expectations	
				Varies tone, pitch, pace	rarely or not at all.	<ul style="list-style-type: none"> ▪ occasionally, ▪ conveying little engagement & enthusiasm. Some energy/vocal color	<ul style="list-style-type: none"> ▪ Yes conveying engagement with topic & audience. Sufficient energy/color	exceeds expectations	
		Speaker at ease:		no; is visibly lacking	generally ill at ease; may lose composure briefly on occasion	yes	yes; conveys self-confidence.	exceeds expectations	
BODY Attention to poise, posture, physical appearance, gestures, movement, and eye contact.	Presence	Appearance:		inappropriate & distracting	somewhat inappropriate to the situation & may be distracting.	▪ modest & appropriate to purpose & setting	▪ professional, and suited to purpose & setting	exceeds expectations	
		Gestures/Movement:		minimal or absent.	▪ forced or awkward.	▪ enhance the presentation; frequent & varied	▪ advance the presentation; frequent, varied, meaningful	▪ skillfully used to enhance content	exceeds expectations
		Eye Contact:		minimal or none	minimal or with only certain sections/members of audience.	▪ with most of audience.	▪ sustains with entire audience.	exceeds expectations	
		Vocabulary used:		inappropriate or non-meaningful	functional	▪ appropriate	▪ powerful	exceeds expectations	
GENERAL LANGUAGE SKILLS	Presence	Grammar/Slang:		▪ consistently disregards conventions	▪ frequently disregards conventions	▪ complies with most grammatical	▪ consistently complies with	exceeds expectations	

Considers word choice, appropriateness of vocabulary, conciseness and level of formality. Includes correctness of grammar and usage.				of grammar & usage uses slang .	of grammar usage uses some slang.	& usage standards ▪ avoids slang.	grammatical & usage standards, ▪ avoids slang.	
	"Filler words"/syllables are:		habitual and distracting.	frequent and distracting	▪ present, but used sparingly.	▪ rare or absent.	exceeds expectations	

AT Professional/Ethical Behavior Rubric

Professional/Ethical Behaviors	Unacceptable conduct that is repetitive or appalling in ways that dismissal is warranted.	Unacceptable conduct as a first time offense, which warrants improvement by intervention. Probation is warranted.	Example(s) of Unacceptable Behavior
be responsible participants in the professional educational program.	Blatant disregard for responsibilities as a participant in the ATP.	Irresponsible participant in the ATP.	Failure to report violations of conduct and/or inappropriate behavior. Irresponsible behaviors.
demonstrate integrity for keeping one's word, being on time, sharing information and resources appropriately, and working to the best of one's ability.	Repeated unexcused tardiness or unexcused absences, in excess of 3, in a rotation or semester. Habitual tardiness or un excused absence Flagrant lying or intentionally misleading at the level of credibility destruction. Abandonment of AT related endeavors.	Repeated unexcused tardiness or unexcused absences, up to 3, in a rotation or semester. Lying or intentionally misleading. Putting forth little or no effort in AT related endeavors.	Tardiness and/or unexcused absence. Skipping assigned time for another activity. Violations of HIPAA. Acts of academic dishonesty. Lying.
respect the dignity of colleagues, faculty, patients/athletes and staff.	Blatant disregard for the dignity of others.	Irresponsible disregard for the dignity of others.	Making or repeating in malicious ways racial slurs. Making inappropriate comments with regard to gender, sexual orientation, etc. Acts of sexual harassment.
form and foster appropriate relationships and interactions with colleagues, faculty, staff, patients/athletes/ clients, coaches, administration and other health professions working with Clarke's ATP.	Forming sexual, abusive and/or any other type of inappropriate relationships with patients or professionals working with Clarke's ATP.	Fostering inappropriate conversations as a part of the professional working relationships.	Beginning or fostering a significant other relationship with a patient or health professional during clinical. Participating in consumption/injection/ingestion of illegal or legal pharmaceuticals inappropriately/illegally with patients or professionals working with the ATP. Insubordination.
conduct academic assignments and work in a fair and honest manner. All cases of academic misconduct will be reported to the Office of Academic Affairs and will also be reviewed by the ATP.	Violating Clarke's academic integrity policy, which results in significant consequences (i.e. course dismissal, course failure).	Violating Clarke's academic integrity policy, which results in mild to moderate consequences (i.e. paper/project failure, grade lowering).	Plagiarism. Cheating.
demonstrate commitment to self-improvement, life-long learning, stress management, and health.	Exhibiting self-destructive behaviors that result in personal and/or interpersonal distress to the point of impairing function.	Exhibiting self-destructive behaviors that result in personal and/or interpersonal conflict or distress to the point of impairing relationships	Habitual participation in consumption/injection/ingestion of illegal or legal pharmaceuticals. Exhibiting signs or symptoms of stress disorders. Failure to maintain healthy living styles to the point of impairment.
conduct research according to the policies of the Clarke University Human Subjects Committee (IRB).	Violating Clarke's IRB standards/policies, which results in IRB reprimand, or greater consequence.	Violating Clarke's IRB standards/policies, which results in IRB expression of concern and/or order to take corrective action.	Unethical treatment of research participants.
participate in professional activities.	Non-participation at the level that results in professional stagnation.	Non-participation at a level of impeding professional growth.	Shirking or shunning professional involvement.

