



CARROLL
UNIVERSITY

ATHLETIC TRAINING
PROGRAM

MSAT PROGRAM STUDENT HANDBOOK

2025-2026 ACADEMIC YEAR

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Carroll University Mission

Carroll University provides a superior education, rooted in its Presbyterian and liberal arts heritage, and draws upon its Christian tradition to prepare all students for vocational success, lifelong learning and service in a diverse and global society. The University's educational philosophy is sustained by the four pillars of:

- *Integrated Knowledge* which speaks to the breadth and depth of learning, integral to the Carroll experience,
- *Lifelong Skills* to instill an ability to think creatively, cohesively, and responsively,
- *Gateway Experiences* to extend the boundaries of the classroom, preparing students to make the transition from high school to university and from university to the working world or graduate school, and
- *Enduring Values* to ensure that Carroll students always consider the impact their actions have on the world around them.

Master of Science of Athletic Training Program Mission Statement

The mission of Carroll University's Master of Science of Athletic Training program is to prepare students to become ethical health care practitioners who incorporate evidence-based principles and interprofessional practice, in the comprehensive management of health and wellness of physically active populations across the lifespan.

Master of Science of Athletic Training Program Vision Statement (Drafted 2025- LR)

The Carroll University Master of Science in Athletic Training program aspires to be a nationally recognized leader in athletic training education, cultivating compassionate, evidence-driven health care professionals who are committed to lifelong learning, collaborative practice, and advancing the health and well-being of diverse, physically active populations across the lifespan. Through innovation in education, clinical excellence, and ethical leadership, our graduates will shape the future of athletic training and elevate standards of care in an ever-evolving health care environment.

Master of Science of Athletic Training Program Goals & Philosophy

The Athletic Training Program Goals are as follows:

Upon successful completion of the Carroll University MSAT program the student will:

1. Students will demonstrate advanced knowledge, skills, dispositions, and values appropriate to the discipline.
2. Students will demonstrate the ability to be creative, analytical, and critical thinkers.
3. Students will demonstrate the ability to work as individual researchers/scholars, as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
4. Students will demonstrate relevant knowledge and dispositions enabling work with diverse populations as appropriate to their individual discipline.
5. Students will demonstrate knowledge of new and various methods and technologies as appropriate to the discipline.
6. Students will be required to demonstrate advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze information from a myriad of primary, print, and technological sources.
7. Students will demonstrate ethical standards of behavior, both personally and professionally.

MSAT Program Philosophy

To meet its *Goals*, the MSAT curriculum meets accreditation standards with content sequencing that enables students to develop the competencies necessary for current and evolving practice in a variety of settings.

Throughout the curriculum, subject matter progresses from the basic sciences to clinical sciences to professional content.

In conjunction with academic coursework, learning occurs by interaction with athletic training preceptors and other health care professionals through field experiences in traditional and emerging athletic training settings, as well as other health care settings. Throughout the program, students are evaluated on the attainment of knowledge, skills, and abilities defined as the core competencies of the 2020 Standards for Accreditation for Professional Athletic Training Programs. Core competencies include patient-centered care, interprofessional practice/education, evidence-based practice, quality improvement, health care informatics, and professionalism. Students will complete clinically immersive experiences, during clinical practicum course work. Student outcomes are measured through ongoing self, peer, preceptor, and other health care professional's assessment.

Ongoing program assessment will include student evaluations and feedback, peer review, preceptor evaluations, site evaluations, curriculum evaluations, institutional program assessment, alumni and employer's assessments, self-study, and site visits by the Commission on Accreditation of Athletic Training Education Programs (CAATE).

College of Health Sciences Graduate Student Learning Goals

The Carroll University Graduate Student Learning Goals are as follows:

1. Students will demonstrate advanced knowledge, skills, dispositions, and values appropriate to the discipline.
2. Students will demonstrate the ability to be creative, analytical, and critical thinkers.
3. Students will demonstrate the ability to work as individual researchers/scholars, as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
4. Students will demonstrate relevant knowledge and dispositions enabling work with diverse populations as appropriate to their individual discipline.
5. Students will demonstrate knowledge of new and various methods and technologies as appropriate to the discipline.
6. Students will be required to demonstrate advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze information from a myriad of primary, print, and technological sources.
7. Students will demonstrate ethical standards of behavior, both personally and professionally.

Master of Science of Athletic Training Student Learning Outcomes

Graduates of the MSAT will be able to:

1. Demonstrate skills and behaviors of an entry-level athletic trainer as defined by the Board of Certification's (BOC) five domains of clinical practice which include: risk reduction, wellness and health literacy, assessment, evaluation, and diagnosis, critical incident management, therapeutic intervention, health care administration and professional responsibility. (Program Goals 1-5)
2. Deliver patient-centered care by efficiently performing hypothesis-driven and targeted physical examination that drives clinical decision making across a spectrum of ages, impairments, and clinical settings (Program Goals 1-5) (AT Milestones PC-4; level 3) (CAATE Core Competency; Std 56-60; CAATE Std 70-78) [Evaluation & Diagnosis; Patient-centered care]
3. Competently develop, implement and adapt athletic training interventions to account for the patient's unique characteristics, needs and goals (Program Goals 1,2,5) (AT Milestones PC-1; Level 3) (CAATE Std 69; Std 79-87) [Therapeutic Interventions]
4. Students will demonstrate respectful, professional and effective written, verbal and non-verbal communication skills appropriate to the situation during interactions with diverse patients/clients, families and caregivers, other health care professionals, and colleagues. (Program Goals 1,2,3,5) (CAATE Core Competency; Std 65-68) (AT Milestones PROF; level 3) [Professionalism/Communication]
5. Consistently and actively engages in collaborative interprofessional practice with other healthcare professionals and colleagues to facilitate and enhance patient care. (Program Goals 1,2,3,5) (AT Milestones ICS-3; Level 3) (CAATE Core Competency; Std 61) [Interprofessional Practice]
6. Incorporates principles of evidence-based practice and information mastery into clinical practice to create the best possible outcome for patient care. (Program Goals 1,4) (AT Milestones PBLI 1; Level 3) (CAATE Core Competency; Std 62)
7. Apply contemporary principles and practices of health informatics to the administration and delivery of patient care. (Program Goals 1,2) (CAATE Core Competency; Std 64) Data driven adaptations or interventions and documentation
8. Adhere to state and intuitional regulation, as well as act in accordance with NATA *Code of Ethics*. Healthcare Administration (Program Goals 1,2,5) (CAATE Std 88-94)

Program Directory

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Accreditation Status/Information

Commission on Accreditation of Athletic Training Education (CAATE)

The mission of the CAATE is “Defining, assessing, and continually improving AT Education.” The CAATE defines a set of standards that all athletic training programs must meet, including operational, safety, and curricular requirements. (www.caate.net)

CAATE Accreditation Statement

The MSAT Program at Carroll University was awarded initial accreditation on October 17, 2003 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Master of Science in Athletic Training program is now accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program was approved for degree change in November 2019. The program was awarded 10 years of accreditation in May 2019, with the next Comprehensive Review scheduled for the 2028-2029 academic year.

Coursework for CAATE Accreditation

The MSAT program reserves the right to retain all assessments as examples for CAATE for the purposes of demonstrating compliance with accreditation standards and to facilitate program evaluation and improvement efforts. These assessments may be used for internal reviews, accreditation processes, curriculum development and faculty training.



Academic Policies & Procedures

Advising

Undergraduate Student Advising

Undergraduate students that declare athletic training as an emphasis upon admission to Carroll will be assigned a program faculty member as a secondary advisor. MSAT faculty will communicate with advisees throughout their undergraduate programming in an effort to ensure students are maintaining eligibility for admission into the graduate program. Undergraduate students must seek registration clearance from their primary advisor. MSAT faculty will not approve undergraduate students for registration.

Graduate Student Advising

Graduate students who have been accepted into the MSAT program will be assigned a program faculty member as their advisor. Advisement is an important, continuous, and an active process in the MSAT program. The AT faculty advisor assists with matters related to the academic program, progress, professional activities, and professional behavior. Advising sessions provide a consistent means through which students and faculty can communicate student's progress, academic standing, professional behavior, and progression toward graduation.

Each MSAT faculty member meets with their athletic training student advisees (graduate/undergraduate) individually or as a group during the University assigned advising periods. During these meetings, the advisors discuss relevant topics. Throughout the remainder of the program, the advisors are available to meet with their advisees individually on an as-needed basis.

Students at risk of not meeting progression standards will be required to meet more frequently with their AT faculty advisor. Such cases may involve the creation of an Learning Contract. Advisor/advisee will work collaboratively to develop a reasonable plan. Copies of any learning contract are maintained in the student's secured advising file. If a student is placed on academic probation or received a grade of Unsatisfactory in their capstone course, the student MUST initiate an appointment to see their AT faculty advisor and develop an Learning Contract. Every effort should be made to maintain advisor/advisee assignments.

Advisors summarize, in writing, the outcomes of advisor/advisee meetings as appropriate. The summaries are maintained on the University's electronic advising database. Also, faculty are mandatory reporters for issues related to harassment. Such issues are overseen by Student Life or the Title IX Coordinator.

Faculty advisors can refer student advisees to [Academic Advising Services](#) or the [Office of Student Success](#). Additional resources available include the [Learning Commons](#) for individual and group tutoring, writing assistance, help with study skills or academic strategies, group study sessions, and Supplemental Instructional Programs. The [Walter Young Center](#) offers professional counseling, student support services and accessibility services. Advisors may inform the Walter Young Center of the reason for the referral and other facts pertinent to the referral prior to the student advisee making an appointment with a Walter Young Center counselor. Students and alumni also have access to Carroll's [Career Services Office](#), where they can meet with trained professionals to develop both personal and professional skills, explore graduate school and career options, and access job search engines and networking opportunities.

All full-time faculty members participate as program representatives during Campus Days, meeting with prospective applicants and their families to discuss the University, the program, and the profession.

Technical Standards

Successful participation in the Carroll University Master of Science of Athletic Training Program (MSAT) requires that a candidate possess the ability to meet the requirements of the program. Though the program may modify certain course requirements in order to provide a person with a handicap an equivalent opportunity to achieve results equal to those of a person without a handicap, there are no substitutes for the following essential skills. With or without accommodation, the applicant/candidate must initially meet the technical standards described

below to gain admission to and to progress through the MSAT program. If a student has a change in ability to meet these standards while enrolled in the MSAT program, the student is required to inform their program advisor and update the technical standards form. Where applicable, the MSAT program may require submission of supporting documentation from appropriate providers.

Requirements:

1. Completion of the **Technical Standards Form (APPENDIX A)** is required upon application to the MSAT program.
2. The form must be updated immediately if the student has a change in their ability to meet technical standards at any point in the program.

Technical Standards for Carroll University Athletic Training Students

In preparation for professional roles athletic training students are expected to demonstrate the ability to meet the demands encountered in an athletic training career. Certain functional abilities are essential for the delivery of safe and effective care. An applicant to the MSAT Program must meet and maintain the following technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program.

Students shall notify the program in a timely manner of any change in their ability to meet technical standards. The technical standards include but are not limited to the following:

General Ability

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

Observational Ability

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/ laboratory activities and patient care experiences. The student must be able to document these observations accurately.

Communication Ability

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, hear, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

Psychomotor Ability

The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete safe effective care for patients. The student is expected to have psychomotor skills necessary to safely perform examination procedures and treatment interventions, including CPR if necessary. Examples of examination procedures include, but are not limited to, cognitive assessment, range of motion, manual muscle testing, sensation, balance, functional abilities, pain, cardiopulmonary status, percussion, palpation, and anthropometrics.

Treatment interventions include, but are not limited to, patient education, manual therapy, functional training (transfers, bed mobility, activity of daily living training, etc.), application of therapeutic physical agents such as electrotherapy, radiation, heat, and cold, and wound care.

The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel and balance.

The MSAT curriculum may require students to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

Intellectual/Cognitive Ability

The student must have the ability to develop critical thinking and problem-solving skills essential to professional athletic training practice. Problem solving skills include the ability to measure, calculate, reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound judgment for competent patient/client management, practice management, and functions required for clinical scholarship.

Behavioral and Social Attributes

The student is expected to have the emotional stability required to exercise sound judgment, and complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the MSAT program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; and develop mature, sensitive and effective relationships with patients and other members of the healthcare team. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate with others. Students must continuously self-assess to improve as a professional.

Ability to Manage Stressful Situations

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the MSAT program, and must effectively manage these stressors throughout entire workdays. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

Program Required Documentation

Health History & Physical Examination

The MSAT Program currently requires that the applicant/student undergo an annual physical examination and health screening. Acknowledgement that the physical examination and health screening was completed and the student has been cleared by a Clinician to begin the program will be collected by the MSAT Program by upload to AHST-Typhon.

To meet clinical and program standards, the **Carroll University Health History and Physical Exam form (APPENDIX B)** must be current. This form must be available and uploaded to AHST-Typhon the date of orientation. The Health History & Physical Examination Form must be updated annually (within 14 days of expiration).

Immunizations/Vaccination Record

Students enrolled in the MSAT Program will participate in didactic and clinical experiences, which require adherence to health and immunization guidelines aligned with CDC recommendations for healthcare workers. Students are responsible for maintaining current immunization and immune status, completing all designated health requirements by specified deadlines, and ensuring that tuberculosis screening and influenza vaccination are updated annually throughout both the didactic and clinical years. Failure to submit required documentation may result in removal from didactic and/or clinical courses, potentially delaying graduation or impacting academic progression.

Clinical sites may impose additional health requirements, including drug screenings, titers, TB tests, background checks, or other immunizations. Once the MSAT Program is informed of any such site-specific requirements, students will be notified accordingly. *Students are responsible for the cost of all medical requirements, including lab tests, x-rays, immunizations, and any other necessary procedures unless otherwise indicated.*

While the COVID-19 vaccine is strongly recommended, it is not mandatory. However, some clinical sites may require full COVID-19 vaccination for participation. Students must comply with site-specific policies, which may include their own exemption processes or defer exemption screening to the University. Some sites may not offer exemptions at all.

Exemptions

Our program respects that a student may elect to not receive immunizations for various reasons. Exemptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exemption to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the MSAT Program.

Students seeking medical or religious exemptions must submit requests for review by the Carroll University Vaccination Exemption Review Board. The general university waiver does not apply to clinical placement requirements. In cases where students are not fully vaccinated, they may be excluded from clinical experiences or courses, depending on the site's policies.

**Students not receiving vaccination(s) due to an approved exemption must still comply with the vaccination policy of each clinical site.*

For any questions regarding these requirements, students should contact the MSAT Program Director or the MSAT Clinical Education Coordinator.

Program requirements and immunizations (based upon CDC recommendations):

1. Adult Tdap Immunization (tetanus, diphtheria, pertussis)
2. Varicella Immunization or positive titer
3. Measles, Mumps & Rubella (MMR) Immunization or titer
4. Hepatitis B vaccine and positive titer or informed declination

5. Td – Tetanus every 10 years
6. Tdap/DTAP/DTP
7. Tuberculosis (TB)(required annually)*
8. Influenza Vaccine (required annually each fall) or waiver
9. COVID-19 Vaccine (recommended)
10. Current BLS or Professional Rescuer ECC or CPR/AED: American Heart Association, the American Red Cross or other approved provider
11. Caregiver background check (initially, as needed)
12. Health Insurance proof (annually)
13. Health History & Physical Exam Form (annually)
14. Drug Screening Results (if required by clinical site only)

*See description of **Approved and Appropriate Options for Immunizations** for specific TB Test (**APPENDIX C**)

Criminal History and Caregiver Background Check

On October 1, 1998, the State of Wisconsin, Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the Caregiver and Background Check requirements in Section 50.065 of the Wisconsin statute.

Completing the background and criminal history check is an MSAT Program requirement. If the check uncovers prior unlawful activity that may prevent a student from participating in program activities, the student will be notified. When a background check identifies prior unlawful activity, the program does not guarantee clinical internship placement or accommodation. The results of the background check must also be uploaded by the student to the Typhon Clinical Compliance Database and shared with program constituencies as appropriate.

Proof of Emergency Cardiac Care for Professional Rescuer (Healthcare Provider)

Students must maintain and provide proof of Emergency Cardiac Care (ECC) CPR/AED certification throughout the MSAT program. The CPR certification must be obtained through the American Heart Association, the American Red Cross or other approved provider. A list of acceptable certifications can be found at this website: (<http://www.bocatc.org/ats/maintain-certification/emergency-cardiac-care>). The costs for initial certification and re-certification vary by provider.

Certification **MUST** include CPR and AED for adults and pediatrics, including two-rescuer CPR, airway obstruction, and barrier devices, for the healthcare provider or the professional rescuer. All courses must include the completion of an in-person skill check.

Certifications must be current for the duration of each clinical education course for the student athletic trainer to remain in good academic standing. Failure to comply with this policy will prevent students from participating in clinical education, preventing progression in the program.

Students will upload their ECC certification card with expiration date to AHST-Typhon.

Health Insurance

Students are required to provide proof of individual medical insurance coverage. Please note that many insurances and/or HMO plans do not provide coverage outside of a particular geographical area, and therefore, families should review coverage under other plans carefully. Students are solely responsible for the cost of all health care needs. Proof of active medical insurance coverage will be uploaded into AHST-Typhon.

Cost & Fees

Tuition is set by the university. Current tuition and fee information can be found on the [website](#). In addition to tuition, students are assessed semester program fees. Additional University policies related to tuition and fees, financial aid, refunds, etc can be found on the [University website](#)

Curriculum Description & Course Expectations

Each course syllabus is prepared by the course coordinator/faculty and contains the course description, learning outcomes, schedule, and assignments. In addition, the course syllabus outlines the course attendance policy, grading system, and any other expectations or special considerations. Per Carroll University policy, "...The instructor and the university reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program requires..."

In hands-on laboratory courses in the MSAT program, students must dress appropriately to facilitate learning. Students practice numerous athletic training examination and intervention techniques on each other necessitating the need to dress in an appropriate manner for example, running shorts, tee shirts, or bathing suits to appropriately expose anatomical structures under study. Students are also required to wear professional attire for clinical education experiences. Specific dress requirements will be contained in course syllabi.

Assessment of Student Learning Examinations & Assignments

The schedules of course examinations, laboratory practical examinations, written reports/papers, projects, and assignments during a semester are listed in the course schedules in individual course syllabi. Students are first notified of specific examination dates on the first day of class.

Examinations (quizzes, skill checks, written/practical/oral examinations) must be taken on the scheduled date at the scheduled time, unless criteria described in the Class/Meeting Attendance policy within the course is met.

Assignments must be submitted on the scheduled date at the scheduled time unless granted an extension by the instructor(s). Assignments that are not returned to the students and examinations are retained by the course coordinator/faculty for one year following conclusion of the course.

Written Examination and Remediation Policy

A score of 70% or better is needed for satisfactory completion of all exams. Students who do not earn at least 70% on their first attempt to complete an exam must remediate with a course instructor. However, students' grades will be taken from the FIRST exam, not on the subsequent remediation trials to complete the 70%. Students are allowed a maximum of three attempts on an exam. All exams must be completed at a 70% or above to achieve a passing grade in the course. Students may be required to complete additional work if the original remediation is deemed unsatisfactory. Remediation is required to ensure that course outcomes are met.

Practical Examination and Skill Check Minimum Standard and Remediation Policy

Assessment of student's competence and proficiency in athletic training will occur throughout the semester to test student's knowledge, intellect, manipulative, and psychomotor skills. These tests will primarily be during lab time to demonstrate skills presented in lectures and previous lab activities. Lab assignments/competencies will be oral/practical or written in format and comprise material from lectures, readings, handouts, and/or laboratory/clinical rotation demonstrations.

Practical examinations and Skill Checks will account for 40% of the course grade. Grading for each practical exam and skill check will be determined by the demonstration and level of understanding of the skill performed. Each practical exam and skill check will vary in points depending on the depth and breadth of the activity performed. A score of 80% or better is needed for satisfactory completion of all practical exams and skill checks. Students who do not earn an 80% on their first attempt to complete a practical exam and skill check must remediate by completing the competency/proficiency an additional time with a course instructor. However, students' grades will be taken from the FIRST practical exam and skill check performed, not on the subsequent remediation trials to complete the 80%. Students are allowed a maximum of three attempts on a practical exam and skill check. All practical exams and skill checks must be completed at an 80% or above to achieve a passing grade in the course.

Policy On Assignment Submission

All assignments assigned in an ATH course hold a requirement for submission. This means that all assignments are required to be completed and turned in appropriately. All assignments require a minimum score of 75%. Assignments scoring below this benchmark will require remediation. Original scores from the first submission will be recorded in the gradebook. Missing work or work that does not meet the minimum benchmark after remediation could result in the need to repeat the course and possibly deceleration in the MSAT program. This policy assists the program to ensure that every students has met minimum benchmarks for not only program assessment but compliance with accreditation standards.

Policy on Late Work

Work turned in after the due date/time will result in an automatic 10% deduction off of the graded score for everyday the work is late. This means work will be scored and then receive a 10% reduction per day late (example 3 days = 30%). Original assignment submissions with the point reduction will be recorded in the gradebook. If the 75% benchmark is not achieved, see policy on assignment submission, remediation will be required until the benchmark score is met.



Master of Science of Athletic Training Curriculum

Year 1 – Semester 1 - Fall	
ATH 5412 Foundations of Athletic Training (with lab)	4 Credits
ATH 5424 Patient-Centered Care in Athletic Training	2 Credits
ATH 5450 Assessment and Evaluation I (with lab)	4 Credit
ATH 5451 Athletic Training Practicum I	2 Credits
PTH 5422 Anatomy (with lab)	5 Credits
Total Credits	17 credits
Year 1 – Semester 2 – Spring	
ATH 5403 Therapeutic Exercise (with lab)	2 Credits
ATH 5455 Assessment and Evaluation II (with lab)	4 Credits
ATH 5461 Athletic Training Practicum II	2 Credits
ATH 6504 General Medicine and Pharmacology for Athletic Training (with lab)	3 Credits
PTH 5401 Statistical and Research Methods	3 Credits
PTH 5424 Kinesiology (with lab)	4 Credits
Total Credits	18 credits
Year 2 – Semester 3 - Summer	
ATH 6551 Applied Interventions for Musculoskeletal Injuries (with lab)	3 Credits
ATH 6560 Athletic Training Practicum III	2 Credits
ATH 6565 Assessment and Evaluation III (with lab)	4 Credits
HSC 6520 Interprofessional Education I : Collaboration, Communication & Cultural Competency	2 Credits
PTH 6500 Physical Agents (with lab)	3 Credits
Total Credits	14 credits
Year 2 – Semester 4 – Fall	
ATH 6509 Athletic Training Clinical Diagnostics	2 Credits
ATH 6515 Nutrition and Sport Performance	3 Credits
ATH 6540 Foundations in Surgery (with lab)	1 Credit
ATH 6561 Athletic Training Practicum IV	5 Credits
ATH 6612 Orthopedic Casting, Bracing and Device Fitting (with lab)	1 Credit
ATH 6620 Administration and Professional Issues	3 Credits
ATH 6640 Athletic Training Benchmark	1 Credit
Total Credits	16 credits
Year 2 – Semester 5 - Spring	
ATH 6670 Capstone Internship Experience	12 Credits
Total Credits	12 credits
Total Program Credits	77 Credits

MSAT Program Grading Scale

Letter Grade	Conversion Scale
A	93-100%
AB	88-92%
B	83-87%
BC	78-82%
C	70-77%
D	60-69%
F	Below 59%
S	Satisfactory
U	Unsatisfactory
I	Incomplete

Course Grade Appeal Procedures

1. The responsibility for developing and presenting the case for a grade change rests with the student making the appeal. Further, no appeal shall be received by the Student/Faculty Ethics Committee absent evidence that the student attempted to address and/or resolve the matter individually with the faculty member responsible for assigning the grade at issue.
2. All grade appeals must be submitted, in writing, to the Office of Academic Affairs within the first three weeks of the academic semester immediately following the term in which the course was taken.
3. A written statement clearly identifying the basis for the appeal must be submitted by the student, along with the following documentation.
 - a. All assignments/project grades, test/quiz results, instructor comments and assessments related to the course/grade in question.
4. Once submitted, the Student/Faculty Committee shall meet to review the student's written statement and supporting documentation. The committee retains the discretion to consult with the faculty member who issued the grade to receive further information. The committee's written recommendation for resolution of the matter will be issued within ten school days of its receipt of the appeal. This recommendation shall be forwarded to the students and faculty members by the Office of Academic Affairs.
 - a. If the student seeks further review, the written basis for such a review, along with the supporting documentation, must be forwarded to the Provost within ten school days from review of the Committee's recommendation. Review of the matter and the issuance of a decision by the Provost shall be final.
 - b. If the appeal is submitted at the end of the academic semester, or during the summer semesters when the committee cannot meet, the incident will be referred directly to the provost for review. Appeals of the provost's decision will be directed to the Student/Faculty Ethics Committee when it reconvenes.

Please see the Carroll University Student Handbook: <https://www.carrollu.edu/policies/student-handbook>

Syllabi and Content

The syllabi for courses within the MSAT program are comprehensive documents that outline both program-specific requirements and expectations, as well as any items mandated by the university or the CAATE.

It is important to note that according to the university policy, these syllabi are subject to modification at any time.

This means that course requirements may be added or changed as deemed necessary by the course instructor and the MSAT program director to ensure the most effective delivery of the curriculum. Course syllabi and course content information will be uploaded to Canvas. All course syllabi are available on the College of Health Science webpage.

Attendance

MSAT students are regarded as “professionals in training”, and as such, attendance in all curricular and extracurricular activities are mandatory. In the event a student cannot attend, the appropriate professional course of action is to notify the instructor beforehand. If the instructor is an adjunct faculty, notification must include the MSAT program director. If the missed activity involves a program competence and/ or fulfills a CAATE standard, the student may need to take an “incomplete” for the course until the student can demonstrate competency. Excused absences due to an illness require a note from the primary healthcare provider.

Certain learning opportunities, such as off-campus experiences, guest lectures, examinations and/ or student led camps will not be rescheduled for planned absences except for unavoidable medical procedures, religious observances, or extraordinary circumstances. Student planning absences must inform the course instructor, AT advisor and program director via email not later than the first week of the semester. It's the student's responsibility to catch up on missed work. Lecture content will not be recorded for absent students and permission for planned absences may or may not be granted.

Frequent absences or failure to notify of absence could lead to an academic success plan (ASP)/learning contract, probation, suspension, or dismissal. Occasionally, course activities may take place in the evening and students will be notified promptly in such cases.

Course attendance policies are dictated in the individual course syllabi in accordance with Carroll University syllabi guidelines.

Bereavement

In the event of a student experiencing the loss of a loved one during an academic term, the student may request a bereavement absence from coursework and/or fieldwork. It is imperative that the student promptly notifies the MSAT program director and Clinical Education Coordinator as soon as the need for time off from coursework or capstone arises. The duration and timing of the absence will be discussed and determined in collaboration with the MSAT program director. It is important to note that despite the absence, the student remains responsible for completing all missed coursework.

Upon return from the bereavement absence, students are required to provide documentation to the MSAT program director and will be kept in the advising file. Acceptable documents may include: a funeral program, obituary, signed letter from the funeral home, or death certificate. Failure to provide documentation will result in the absences being considered unexcused. This policy aims to provide support and understanding to students during this difficult time while maintaining academic standards and accountability.

Religious Observance Policy

Students who anticipate observing religious holidays are required to inform the course instructor in advance to make necessary arrangements for any missed work. Additional policies regarding absences and attendance apply, given the professional context of the MSAT graduate program. It's crucial to recognize that certain learning activities may be irreplaceable and therefore cannot be made up. Notification of anticipated absences need to occur within the first week of each semester. However, it's essential to understand that observing religious holidays does not exempt students from meeting their academic obligations.

Medical or Personal Leave

If a student must be absent from the program for an extended period for medical or personal reasons or jury duty, written notice must be given to the MSAT Program Director prior to the leave, if possible. Written notice must also

be given to the Program Director prior to the student's return to the program. If applicable, the student may be asked to verify that he or she has complied with the athletic training technical standards previously imposed and with conditions for the leave. In addition, remediation or course repetition may be required of the student dependent on the length of the absence or curriculum revisions approved during the leave. Any course, laboratory, outside learning experience, or full-time capstone make-up or remediation is dependent upon academic and clinical faculty and facility availability.

- Written request is submitted by the student to the MSAT Program Director.
- The Program Director considers the request and communicates the program's decision to the student in writing. Conditions/requirements typically accompany any medical or personal leave.
- If the leave is granted, the student is responsible for initiating communication with the MSAT Program Director prior to the student's return. This timeline is delineated in the letter described above. Typically, a medical or personal leave maximum duration is one year. Additional documentation to extend a leave beyond 12 months is required.
- If requirements or conditions set forth by the MSAT Program associated with a medical or personal leave request are not met, the student will be dismissed from the MSAT Program.

Pregnancy

Students who become pregnant during their enrollment in the MSAT program are required to promptly notify the MSAT program director. Ensuring student safety is paramount, particularly in the context of fieldwork experiences. The program considers various factors, including safety, when assigning fieldwork placements.

A student seeking to continue in the MSAT program must furnish a note from their healthcare provider affirming their ability to participate in both the didactic and fieldwork phases of the program. Any absences due to pregnancy and/or postpartum recovery must be compensated for, which could potentially result in deceleration or delay in graduation. Successful fulfillment of all program requirements is essential for graduation.

Program Retention & Progression

Academic Standards and Progression in the MSAT Program

Satisfactory progress is contingent upon satisfying the following academic requirements:

1. Earn a grade of C or better or S in all program courses (includes clinical internships). A student earning a letter grade of D, F or U in a didactic course will be placed on probation and requires the student to repeat the course before progressing to subsequent courses in the program. Students earning a D, F, or U in a clinical education course will be placed on probation and are required to repeat the course, students may continue with didactic coursework in the program.
2. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student is continued on academic probation and repeats the course during the next appropriate semester.
3. When repeating an MSAT program course, a student may be required to successfully complete ancillary learning experiences or clinical competencies/practica that validate theoretical knowledge.
4. Maintain a grade point average of 3.0 or better each semester. If a student earns a semester grade point average between 2.0 and 2.99, they will be placed on academic probation. If a student is placed on academic probation any time during the program, they must meet the academic progression standards in the following semester to be removed from academic probation. Failure to meet progression standards in the following semester will result in a dismissal from the program.
5. If a student is on academic probation during the last semester of the program, the student must earn an S in the clinical capstone internship ATH6670, to graduate.
6. A student will be dismissed from the program if: 1) they are placed on academic probation a second time during their tenure in the program, 2) they fail to meet the criteria for the removal from academic probation, 3) they earn a semester GPA of 1.99 or less or 4) they receive a D, F, or U twice in one MSAT program course or by receiving a D, F or U in any two MSAT program courses, 5) a course may be repeated only one time.

Evaluation of Academic Standing, Progression, and Dismissal

An interdisciplinary health science committee consisting of health sciences administration and program directors

and the Registrar, will conduct evaluation of academic progression at the end of each semester to determine if each student meets program progression standards. A student may appeal probation or dismissal to the Academic Steering Committee (ASC). Students may initiate an appeal of a probation or dismissal decision to the Registrar's Office by submitting an academic petition form, available from the registrar's office or online, [Office of the Registrar | Carroll University](#). The student's petition should carefully explain the nature of the request. The ASC acts as the appeal body for questions related to academic policy, probationary questions, exemptions, etc. The decision of the ASC regarding the appeal is final. During the appeal process, a student may participate in courses.

Policy on Reapplication to the Program

The Policy on Reapplication to the MSAT Program is the same policy as the Reapplication Policy for Dismissed and Withdrawn Students described in the CU Catalog. It states, "The Policy on Reapplication defines the process by which students may seek readmission to a health sciences program following dismissal of the student from the program for failing to maintain good academic standing. Readmission candidates may apply for readmission to the program no sooner than one year and no later than three years from the date of dismissal. Readmission candidates may exercise their reapplication option only once.

Readmission candidates applying to the program must submit the materials required of all applicants for admission. In addition, they must provide transcripts relating to any educational experiences completed since leaving the program. A letter indicating why the readmission candidate believes they will succeed academically and technically in the program must accompany application materials. Candidates readmitted to a health science program must comply with the progression standards in the current catalog."

Procedure: The dossier of a candidate seeking readmission to the program is reviewed by a Health Science Admissions Committee. Upon review of the dossier, the committee may render the following decisions:

- Approval of the request for readmission to the program with the academic condition that the readmission is subject to appropriate program stipulations that may require the applicant to repeat the entire academic program.
- Denial of the request for readmission to the program.
- The decision of the committee is communicated to the readmission candidate in writing. In all cases, the decision of the committee is final.

The MSAT Program academic standing and progression policies are consistent with the Carroll University policies and can be found in the Carroll University Student Catalog.

Withdrawal from the Program

Students who decide to withdraw from the program must give written notice to the MSAT program director of their intent to withdraw. Students will complete and submit an official withdrawal form to the Office of Student Success. If a student is not able to visit the office (due to illness, emergency, etc.) they may contact the Office of Student Success at 262-524-7360 to communicate their intent. The office is in Voorhees, Room 224.

Students who receive federal or state financial aid and who withdraw from Carroll University prior to completing 60 percent of the semester will be subject to the federal return of Title IV funds policy in which the student will retain financial aid based on the percentage of the semester they've completed. The remainder of their financial aid must be returned to the appropriate funding source. You can review the refund policies in the [Carroll University catalog](#) under the fees section.

Graduation Requirements

To receive an MSAT degree, the student must:

1. Earn a grade of C or better or S in all program courses (includes clinical internships). A student earning a letter grade of D, F or U in a didactic course will be placed on probation and requires the student to repeat the course. Students earning a D, F, or U in a clinical education course will be placed on probation and are required to repeat the course, students may continue with didactic coursework in the program.

2. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student is continued on academic probation and repeats the course during the next appropriate semester.
3. When repeating an MSAT program course, a student may be required to successfully complete ancillary learning experiences or clinical competencies/practical that validate theoretical knowledge.
4. Maintain a grade point average of 3.0 or better each semester. If a student earns a semester grade point average between 2.0 and 2.99, they will be placed on academic probation. If a student is placed on academic probation any time during the program, they must meet the academic progression standards in the following semester to be removed from academic probation. Failure to meet progression standards in the following semester will result in a dismissal from the program.
5. If a student is on academic probation during the last semester of the program, the student must earn an S in the clinical capstone internship ATH6670, to graduate.
6. A student will be dismissed from the program if 1) they are placed on academic probation a second time during his or her tenure in the program, 2) they fail to meet the criteria for the removal from academic probation, 3) they earn a semester GPA of 1.99 or less or 4) they receive a D, F, or U twice in one MSAT program course or by receiving a D, F or U in any two MSAT program courses, 5) a course may be repeated only one time.

The student must also:

1. Demonstrate appropriate behaviors consistent with professional standards as well as Carroll University and MSAT Program policies.
2. Attend one professional athletic training conference (e.g., Wisconsin Athletic Trainers Association [WATA], Great Lakes Athletic Trainers Conference [GLATA])
3. Present scholarly work.

Academic Integrity

Part of the value of a degree from Carroll University lies in the standards of academic honesty and integrity maintained by the University. Carroll's institutional value system, as described in the Carroll University Compact, emphasizes that students have an obligation to conduct their academic work with honesty and integrity in accordance with Carroll University standards. All acts of academic misconduct are serious and subvert the very nature of academic progress. Given the central role of academic integrity to all academic pursuits, an institutional committee will review every incident of alleged academic misconduct. Should a student be accused of misconduct, the student will be subject to fair application of the policies and procedures in the Student Academic Integrity Policy". (CU Student Handbook)

Engaging in cheating, plagiarizing, failing to properly acknowledge sources or making inaccurate claims are all considered serious violations in academia, including instances where Artificial Intelligence (AI)- generated content is involved. Such behaviors constitute unethical conduct and may result in harsh disciplinary measures, including potential dismissal from the program. The MSAT program adheres strictly to the academic integrity policies outlined in the Carroll University Student Handbook, which serve as essential guidelines for all students, emphasizing the importance of honesty and originality of academic work, whether generated by humans or AI.

Use of AI in Academic Coursework

Generative Artificial Intelligence (AI) tools, such as ChatGPT and Copilot, have recently emerged and become available for wide use. While generative AI tools can offer inspiration and new possibilities, they should not be seen as unacknowledged substitutes for the content created by students in their courses.

It is a violation of the university academic integrity policy to represent work they did not do as their own, and work generated by an AI system that is not credited to that system falls under that policy. Course instructors will determine at what level these tools fit into the academic process and notify students of specifications for various projects/assignments.

Here are possible statements for AI use in courses or on assignments/activities you may see in course syllabi or assignment descriptions:

1. **Generative AI Prohibited or No Use of Generative AI Tools Permitted**

This assignment should be fully prepared by the student. Developing strong competencies in the skills associated with this course/activity, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of this assignment are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact the course instructor.

2. **Generative AI is Permitted in Specific Contexts and With Acknowledgment**

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success.

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- a. Brainstorming and refining your ideas;
- b. Finetuning your research questions;
- c. Finding information on your topic;
- d. Drafting an outline to organize your thoughts; and
- e. Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- a. Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- b. Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- c. Writing a draft of a writing assignment.
- d. Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

When in doubt about permitted usage, please ask for clarification.

3. **Generative AI Use Encouraged and Permitted**

The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).

You are responsible for the information you submit based on an AI query (for instance, that it does not violate

intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

AI Citation/Acknowledgement Resources

The Carroll University Todd Wehr Memorial Library and its resource librarians have developed the following resource to assist students in proper AMA citation and acknowledgement of AI in student works.

[Library Citing Sources Page](#)

USE OF AI

The AMA Manual of Style has released new guidelines on citing and referencing generative AI in research publications

Section 5.2.1.1, **Acknowledgment of Use of Artificial Intelligence and Language Models in Writing and Editing**, outlines the new **JAMA Network policy** requiring authors to disclose any use of AI or similar tools in creating or editing their manuscripts

Section 5.1.12 **Use of Artificial Intelligence and Language Models**, prohibits the use of artificial intelligence or similar technologies/tools as authors.

Students must confirm whether the use of generative artificial intelligence (Gen-AI) has been explicitly allowed or required in an assessment task and how they may use it. Using Gen-AI to complete your assessment without explicit authorization is a breach of academic integrity under university policy.

Minimum information needed:

- *Name of the AI Tool*
- *Type of communication* (response to a question, online chat)
- *Date* (Month, Day, Year)

Important notes:

- Create in-text reference
- No reference list entry
- Include acknowledgement after the reference list detailing how the AI tool was used.

In-text reference

(Name of AI Tool, type of communication, Month DD, YYYY)

...(ChatGPT, response to question from author, April 05, 2018)

In an online chat with ChatGPT (April 05, 2018) ...

In response to the question ..., ChatGPT (April 05, 2018) gave the following response ...

Acknowledgement (Appendix)

Include a record of each question/ prompt, the date and the response in an appendix after the reference list.

Acknowledgements: Statements and messaging amended from The University of Texas at Austin; Temple University, and University of Wisconsin – Madison policies on use of generative AI in academic settings.

Misconduct

Academic Misconduct

Evidence, through observation or statistical analysis, of academic misconduct by athletic training students will result in disciplinary action including dismissal from the program. Students are responsible for familiarizing themselves with the Carroll University policy and procedure related to academic misconduct.

Complaint & Grievances Policy & Procedures

An individual or organization that is unhappy with their experience or encounter with any student, faculty or staff member of the Carroll University MSAT Program is encouraged to communicate the complaint orally or in writing to university personnel. When a complaint falls outside of the realm of the University's grievance procedures, such as complaints from clinical education sites, employers of graduates, and the public, the practice at Carroll University is for the appropriate administration personnel to respond, investigate and document the complaint. Complaints may be addressed to: MSAT Program Director, Carroll University, 100 N. East Ave., Waukesha, WI 53186 if in writing, lrunyon@carrollu.edu via email, 262-524-7202 by phone, or in person.

The following procedure describes the process for handling a complaint against the Program. The goal of the procedure is to rectify the situation appropriately.

1. When possible, the Program Director will discuss the complaint directly with the party involved within 7 business days. The Director will report the complaint to appropriate personnel based on the nature of the complaint.
2. If dissatisfied with the discussion with the Program Director, or if the complaint is against the Program Director, the involved party may submit a written or oral complaint to the Dean of the College of Health Sciences.
3. If the party feels that an additional complaint is necessary, the next line of complaint is to the University Provost.

Complaints to the CAATE

Students have access to the CAATE website at <https://caate.net/>. The process for filing a complaint with CAATE is described on the website at <https://caate.net/file-a-complaint/>. Telephone: 844-462- 2283; E-mail: support@ATCAS.myliaison.com.

Professional Behaviors

General Conduct Policy

To preserve the climate necessary for academic and professional pursuits, it is essential that mutual respect for, and sensitivity to, others be demonstrated by the faculty, staff, and students associated with the program. Expectations of faculty, staff, and students include courtesy, integrity, confidentiality, honesty, and promptness. Violations may lead to disciplinary action including non- academic remediation, probation, suspension and dismissal from the program. The faculty, staff, and students in the program are expected to exhibit the personal discipline necessary to maintain an academic and professional community.

The MSAT students adhere to the University's general conduct rules and regulations published in the Carroll University Student Handbook which are available to all students on the Student Life website. Carroll policies, published in the Carroll University catalogs and the Carroll University Student Handbook, regarding diversity, equity and inclusion, willful property destruction, theft, student records, library, information technology acceptable use including social media, campus security, campus parking, AIDS, alcohol and illegal drugs, psychological disorders, sexual assault, sexual harassment, smoking, special needs, and student organizations apply to students in the MSAT Program.

The program also abides with the grievance and appeal policies and procedures of Carroll University published in the current Carroll University Student Handbook (<https://www.carrollu.edu/policies/student-handbook>) and, for

employment matters, the faculty, and staff manuals.

Non-Discrimination Policy

Carroll University and the Master of Science of Athletic Training Program do not discriminate in any manner contrary to law or justice on the basis of race, color, sex, age, religion, sexual orientation, national origin, disability or veteran's status in administration of its educational, admission, financial aid, athletic or other college policies and programs nor in the employment of its faculty and staff. Please contact: Human Resources, 262- 524-7123 or hroffice@carrollu.edu. For further information, please contact visit: Office of Civil Rights Call: 1-800-421-3481.

Professional Appearance

One way to promote professionalism is by wearing appropriate clothing. What you wear will, in part, determine the level of professionalism and respect directed towards you from faculty, peers, student-athletes, patients, coaches, team physicians, and anyone else involved with the program. Further, in your role as an athletic training student, you will be physically active when working in class, labs, and with student-athletes and patients (e.g., bending, squatting, reaching). Thus, it is imperative that you choose appropriate clothing that allows for comfortable movement, yet eliminates the potential for compromising your professional appearance.

Professional Behavior Expectations

Students will be expected to demonstrate a minimum expectation of professional behavior from the first day of the program in all classes, labs, and clinical experiences. Professional behavior assessment is a part of clinical education overall assessment each semester.

Expectations are based on the following:

Patient-Centered Care

Recognize sources of conflict of interest that can impact the client's/patient's health.
Know and apply the commonly accepted standards for patient confidentiality.
Provide the best healthcare available for the client/patient.
Advocate for the needs of the client/patient.

Interprofessional & Collaborative Practice

Recognize the unique skills and abilities of other healthcare professionals.
Understand the scope of practice of other healthcare professionals.
Execute duties within the identified scope of practice for athletic trainers.
Include the patient (and family, where appropriate) in the decision-making process.
Work with others in effecting positive patient outcomes.

Legal & Ethical Practice

Practice athletic training in a legally competent manner.
Identify and conform to the laws that govern athletic training.
Understand the consequences of violating the laws that govern athletic training.
Comply with the NATA's Code of Ethics and the BOC's Standards of Professional Practice.
Understand the consequences of violating the NATA's Code of Ethics and BOC's Standards of Professional Practice.
Comply with other codes of ethics, as applicable.

Advancing Knowledge

Critically examine the body of knowledge in athletic training and related fields.
Use evidence-based practice as a foundation for the delivery of care.
Appreciate the connection between continuing education and the improvement of athletic training practice.
Promote the value of research and scholarship in athletic training.
Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare

professionals, and others as necessary.

Cultural Competence

Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.

Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.

Work respectfully and effectively with diverse populations and in a diverse work environment.

Professionalism

Advocate for the profession.

Demonstrate honesty and integrity.

Demonstrate effective interpersonal communication skills, including ability to communicate effectively with others; demonstrating courteous and respectful communication, even in difficult situations, uses active listening; communicates with empathy and compassion.

Cohort Leadership/Class Representatives

The Carroll University Master of Science of Athletic Training Cohort Leadership is an integral part of the MSAT program. Primary goals are to advocate for their peers and the athletic training profession among various stakeholders through community engagement, social events, and professional and educational activities.

Elections for class representatives take place toward the end of the first semester of the MSAT program.

Representatives must be appointed by a majority vote of the cohort. Each cohort will have representatives to facilitate communication and collaboration among cohorts and with faculty. Leadership positions are appointed and duties begin at the start of the 2nd semester. The class representatives report to the Program Director.

Engaging Faculty, Staff, Educators, & Community Partners

Proper professional behavior entails addressing MSAT faculty, University faculty members and staff members by their appropriate titles such as (Dr., Professor, Mrs., Ms., Mr.) followed by their last name. This protocol also extends to student interactions with clinical educators and community partners. Demonstrating respect with appropriate titles fosters a professional and courteous environment within the academic and professional spheres.

Expectations for email communications

Professionalism and etiquette are vital when communicating via email with instructors, professors, and classmates. Before sending an email, it's important to consider the following:

- Use a respectful subject line and greeting (Dr., Professor, Mrs., Ms., or Mr.)
- Reflect on the tone of your email. Is it clear and aligned with your intentions?
- Ensure your message is clearly written and effectively communicates your purpose.
- Clearly convey what you want the recipient to know or understand.
- Use of language that is respectful and appropriate for the recipient.
- Remember to express gratitude by thanking the recipient for their time and attention

MSAT instructors and faculty are expected to reply to emails within three business days. If an email is sent over the weekend, faculty will respond by the following Monday. Unless the matter is urgent, faculty members will not typically reply to emails received during the evening, weekends, holidays, or scheduled school breaks.

Students are required to monitor their CU email regularly and consistently for program and university- related communications, including during scheduled school breaks. It is the students' responsibility to remain current with receiving and responding to communications, as some messages may be time sensitive.

Social Media Guidelines

The purpose of this policy is to establish guidelines for the appropriate use of social media platforms within the academic community. Social media can offer valuable opportunities for communication, collaboration and knowledge sharing but it is essential to maintain professionalism and uphold academic integrity.

1. **Professional Conduct:** Faculty, staff, and students are expected to maintain professional demeanor when using social media platforms. This includes engaging in respectful and constructive communication, refraining from personal attacks or harassment, and adhering to the principles of academic integrity.
2. **Protection of Privacy:** Respect the privacy of others when using social media platforms. Avoid sharing confidential or personally identifiable information without consent and be mindful of privacy setting when posting content.
3. **Academic Integrity:** Uphold the principles of academic integrity when sharing information or engaging in academic discussions on social media. Avoid plagiarism, cite sources appropriately, and ensure that any contributions to academic discussions are original and properly attributed.
4. **Representation of the Institution:** When identifying yourself as a member of the academic community, make it clear that your views are your own and not necessarily those of the institution. Do not misrepresent yourself or the institution on social media platforms.
5. **Professional Relationships:** Maintaining professional boundaries when interacting with students, colleagues, or other members of the academic community on social media. Avoid engaging in personal or inappropriate communication.
6. **Respect for Diversity:** maintain patient privacy. They must never share confidential patient information including health information, patient images, financial information, or other identifying patient information.
7. **Compliance with Policies and Regulations:** Ensure compliance with relevant institutional policies, regulation, and code of conduct with using social media platforms. This includes adherence to copyright laws, data protection regulations and any other applicable policies.
8. **LinkedIn:** The AT Program permits students to connect with professionals via LinkedIn for networking purposes. This includes faculty, staff, clinical preceptors, fieldwork educators, hospital, or clinic staff, and/or recruiters. The student must maintain a professional demeanor in all communication on LinkedIn.
9. **MSAT Facebook and Instagram:** The MSAT program has a Facebook page to allow for communication post-graduation including job posting. The MSAT program has an Instagram account for the purposes of the promotion of the CU MSAT program and the AT profession.

Technology & Distracted Learning

In our commitment to fostering an environment for effective learning and academic success, it is imperative to address the issue of distraction in the educational setting. Distractions, whether internal or external, can significantly impede the learning process and hinder the students' ability to absorb and retain information. As such, a comprehensive policy was developed aimed at minimizing distractions and promoting focused learning experiences for all students.

By adhering to these principles, we aim to create a supportive and productive learning environment where students can thrive and succeed.

1. Silence or turn off electronic devices during class.
2. Use technology only for classroom-related activities.
3. Store all electronic devices during guest speaker presentations.
4. Maintain respectful behavior to support focus during discussions and group work.
5. Avoid side conversations and unrelated activities.
6. Stay engaged by actively participating in class and group activities.
7. Use designated breaks for personal tasks or social interactions to preserve focus during instruction.

Clinical Education

Description of Clinical Education

To meet programmatic goals students are given a variety of real-time opportunities to develop their problem-solving and clinical decision-making skills through their clinical educational experiences.

Students will gain experience in varied athletic training settings which may include but are not limited to high school and college settings; outpatient physical therapy; orthopedic clinics; general medical clinics; industrial athletic training; emergency medical services; and other non-traditional/non-sport experiences. The program integrates athletic training knowledge, skills, and clinical abilities by providing clinical education experiences that incorporate both, non-sport and sport populations, as well as providing access to a variety of healthcare professionals and settings. Specific experiences are outlined in the Athletic Training Practicum I, II, III, IV, and in the Capstone-Internship clinical education course syllabi. It should be noted that students will be responsible for transportation and potential housing costs while participating in clinical education practicums and internships.

Full-time, immersive, clinical capstones in the Carroll University MSAT program are scheduled in athletic training settings across the United States. Students are given the opportunity to provide input regarding their placement locations but are not guaranteed placement where they have housing.

Monetary remuneration from the clinical site is prohibited, with the exclusion of scholarships. There may be additional outside costs (i.e. room and board) associated with remote clinical placements; students should expect this and make plans accordingly.

Travel related expenses to/from clinical education sites are the responsibility of the student. The Program attempts to place students at clinical education sites that are within a reasonable distance from where the student is living. However, expenses related to a vehicle, maintenance, and fuel will be necessary at some point in the program. For the clinical capstone experience, students may choose a placement outside of the Greater Milwaukee area. Travel and living expenses during the capstone experience are the responsibility of the student.

**Experiences earned prior to, or those that are not directly tied to the Carroll University MSAT program clinical education coursework, are not counted toward the students required clinical experiences.*

The professional appearance expectations of the MSAT program are expected to be followed at all times, including at all clinical education sites. There may be different expectations of specific clinical sites, therefore students should consult with their assigned preceptor to verify the dress expectations specific to your clinical experience. The program provides each student with a program logoed polo shirt that should be worn during clinical experiences. **Your name tag should be worn at all times to identify you as an “athletic training student”.** At no time should you misrepresent yourself by using the term “athletic trainer”. *If your preceptor and/or any other member of the program faculty believes your clothing does not meet the dress code expectations, you will be asked to change into appropriate clothing or asked to leave the facility.*

- **Clothing:** Slacks or trousers and a collared shirt or blouse that covers the upper arms (i.e. no sleeveless shirts/blouses). Shirts must be long enough so that, when bending or reaching upward, no skin is exposed over the torso (abdomen or back/buttocks). Please note that denim, fleece sweatpants, lycra, spandex, leggings, or any other tight-fitting clothing is not appropriate for professional attire. Dresses and skirts are often unsuitable as they restrict movement. Students assigned to outside experiences or events should dress for the weather and bring/wear coats, hats, etc. Students traveling with a team should verify the travel dress code expectations with their preceptor, and follow them accordingly.
- **Body appearance and hygiene:** Personal hygiene should be maintained to be professional, sanitary, and appropriate for a healthcare worker. Hair, facial hair, nails, and earrings/jewelry must be neatly maintained and not distract or interfere with patient care. Tattoos are generally acceptable as long as they are not offensive, unprofessional or distracting. Students are expected to ask their preceptor what

- the site-specific professional dress policies are and follow those policies while at the clinical site.
- **Shoes:** Closed toed shoes, with low/no heels are required during all clinical experiences. Tennis shoes that are neat and clean may be worn during clinical experiences only upon prior approval by the preceptor of the clinical facility.
- **Name tags:** Name tags will be required as part of the professional dress code. Each student is required to wear their name tag during all clinical experiences.

Clinical Education Courses

Practicum Courses may have pre-clinical/semester coursework, coursework throughout the semester, weekly course attendance, and assigned minimum clinical hours. During the semester, practicum classes will meet weekly for didactic instruction. Pre-clinical activity will be planned and communicated to the students well in advance of the start.

- Practicum I – 2 hours/week didactic course attendance for the full semester, and 120 clinical hours.
- Practicum II – 2 hours/week didactic course attendance for the full semester, and 120 clinical hours.
- Practicum III - 2 hours/week didactic course attendance for the full semester and 120 clinical hours.
- Practicum IV - 2 hours/week didactic course attendance for the full semester, and 300 clinical hours.

Progression Standards for Clinical Experiences

Clinical education courses are graded. Students are expected to earn a C or better in all program coursework. The Capstone Internship Experience course is graded as satisfactory/unsatisfactory. Successful satisfactory completion includes receiving an “S” in **all** course related work. Specific course requirements are outlined in the course specific syllabi. Students must meet all course requirements with a satisfactory grade to successfully complete the practicum course.

Failure to successfully complete a practicum course and progress in the program will be dealt with on a case-by-case basis. Students may have the opportunity to repeat a practicum course. If failure of the practicum course is due to the student not meeting minimum requirements of the evaluation by the preceptor, the student’s future placement for remediation of the practicum will be determined by the program.

All MSAT degree program requirements must be completed by the student in 21 months unless permission is otherwise granted by the MSAT Program Director. Satisfactory progress is contingent upon satisfying the academic requirements that can be found in the Carroll University Graduate Catalog at the following [link](#).

Outside of Class Testing & Activities

In all practicum classes, some clinical skills testing and activities will be required to be completed outside of class time. In some instances, you will be able to log this time as clinical hours. Your professor will inform you of these activities and the dates and times they will be completed in advance.

Clinical Hours/Clinical Placements

Students must attend all clinical/laboratory experiences and arrive at the designated place on time. Adherence to professional behavior is mandatory regarding clinical attendance. Students are required to log clinical hours weekly using AHST-Typhon. Time logs must be submitted within seven days of the event. AHST-Typhon will not allow a student to document time logged after seven days. For Practicum classes, graduate students should complete an average of 8 hours per week at their clinical site for the full semester for Practicums I, II, and III and approximately 20 hours per week for the full semester for Practicum IV. While students may exceed the average hours per week, they are not to exceed 20 hours/week in Practicums I, II, or III and not exceed 40 hours/week in Practicum IV. Students in Practicums I, II, and III must complete a minimum of 120 hours for the semester, and students in Practicum IV must complete a minimum of 300 hours for the semester. Suppose the clinical site does not have the opportunity to allow the student to meet the semester minimum. In that case, new minimums will be established by the program director and clinical education coordinator on a case-by-case basis. Students who do not meet the semester clinical hour minimums for a Practicum course will be required to decelerate and repeat the course the following year. All clinical hours must be logged and verified by the clinical Preceptor in the Typhon.

Once the semester or program minimums are met, students are NOT released from their Preceptor and site. Excess hours earned in one semester do not “carry over” to the following term. During all Practicum courses, students will gain experience with patients with a variety of health conditions. Students will engage with patients with emergent, behavioral, musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental health conditions. The clinical placement plan is listed below. Additional clinical opportunities will arise throughout the students’ duration in the program and might be included in the students’ clinical placement plan beyond what is listed below.

- During Practicum I, students will attend one full semester clinical rotation with College/University Athletics or High School Athletics.
- During Practicum II, students will attend one full semester clinical rotation with College/University Athletics or High School Athletics. Students will also participate in multiple clinic days at the CUCHS Orthopedic Sports Medicine Clinic (OSMC). Other possible clinical opportunities include a 2-week rotation with Waukesha EMS.
- During Practicum III, students will attend multiple clinic days at the CU Rehabilitative Exercise (CURE) Clinic. Other possible clinical opportunities include attending preseason practices at either College/University Athletics or High School Athletics, attending a 2-4-week clinical rotation at a general medical clinic, a 2-week rotation with Waukesha EMS, and a 2-4-week rotation at either an orthopedic outpatient clinic or an industrial athletic training facility.
- During Practicum IV, students will attend one full semester clinical rotation with College/University Athletics or High School Athletics. Other possible clinical opportunities include attending a 2-4-week clinical rotation at a general medical clinic, a 2-week rotation with Waukesha EMS, and a 2-4-week rotation at either an orthopedic outpatient clinic or an industrial athletic training facility.

Case Logs

Students must complete a minimum number of case logs (patient encounters) per week for the entire semester using AHST-Typhon. Students should submit a comprehensive case log detailing the patient encounter. In the “Clinical Note” section, students should include a brief summary (3-5 sentences) of the encounter. Case logs must be submitted within seven days of the event. AHST-Typhon will not allow a student to document case logs after seven days. For Practicum I, students should complete at least 5 case logs per week at their clinical site for the full semester, totaling 65 by the end. For Practicums II and III, students should complete at least 7 case logs per week at their clinical site for the full semester, totaling 100 by the end. For Practicum IV, students should complete at least 15 case logs per week at their clinical site for the full semester, totaling 200 by the end. Suppose the clinical site does not have the opportunity to allow the student to meet the semester minimum. In that case, new minimums will be established by the program director and clinical education coordinator on a case-by-case basis. Students who do not meet the semester case log minimums for a Practicum course will be required to decelerate and repeat the course the following year. During all Practicum courses, students will gain experience with patients with a variety of health conditions. Students will engage with patients with emergent, behavioral, musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental health conditions.

Preceptor Evaluation of Students

Students will be evaluated by their preceptors at the middle and the end of each traditional 15-week clinical rotation or just once at the end for a supplemental 2-4-week rotation (EMS, General Medical, Orthopedic Clinic, or Industrial Clinic). The first evaluation is a progress evaluation, so the student knows how they are doing halfway through the clinical rotation. The second evaluation, the Preceptor completes at the end of the traditional 15-week clinical rotation will be scored in the grade book. Clinical rotations where the student has a certified athletic trainer as a preceptor will use the designated AT Milestones evaluation. For any clinical rotations where the students have a non-ATC preceptor, the Patient Care and Professionalism Evaluation will be used.

The scoring of the AT Milestones evaluations will be as follows:

- Practicum I – required level 1 in at least 9 of the 11 assessed areas
- Practicum II – required level 1 in at least 10 of the 13 assessed areas
- Practicum III – required level 2 in at least 12 of the 15 assessed areas
- Practicum IV – required level 3 in at least 15 of the 18 assessed areas

The designated levels required for all Practicum courses will be as follows:

- Practicum I - “Beginning Professional Student: Level 1”
- Practicum II - “Beginning Professional Student: Level 1”
- Practicum III - “Intermediate Professional Student: Level 2”
- Practicum IV - “Graduating Professional Student: Level 3”

Students earning less than the minimum score on the traditional 15-week mid-semester evaluation will complete a learning contract with the clinical coordinator and preceptor to detail how to improve the evaluation score by the end of the rotation. Students earning less than the minimum score on the traditional 15-week end-of-rotation evaluation will be placed on probation until the next evaluation period. Failure to improve the evaluation score to the required minimum at the end of the probationary period will result in the student being removed from the program. They may choose to re-apply the following year. All student evaluations not meeting the minimum will be discussed by the program director and clinical coordinator and considered on a case-by-case basis before the final decision on removal from the program is made.

Clinical Site/Preceptor Policies & Procedures

Preceptor Responsibilities

Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program’s policies and procedures. Preceptors who are athletic trainers or physicians assess students’ abilities to meet the accreditation standards. Preceptors who do not hold ATC or physician credentials may serve as preceptors but will not specifically evaluate accreditation standards.

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

- Licensure as a health care provider, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for preceptors who are solely credentialed as athletic trainers
- NPI number with appropriate health care field designation
- Planned and ongoing education for their role as a preceptor
 - Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program participates in a collaborative preceptor training each summer with local programs that includes preceptor development topics to enrich the preceptors ability to serve as an educator, and individualized break-out sessions with programs for updates on program policies & procedures.
- Contemporary expertise

The clinical site and preceptor must foster civil, equitable, and professional learning environments that are free from harassment and discrimination.

The preceptor will participate in regular and ongoing communication between the program and the preceptor. All parties are informed about the program, individual student needs, student progress, and assessment procedures.

Clinical Site Orientation

The program ensures that each student is oriented to the policies and procedures of their clinical site. Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for athletic training and supplemental clinical experiences must include (but is not limited to) the following:

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

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

Each clinical site is required to orient the student using the programs **“Clinical Site Orientation Checklist” (APPENDIX D)**. This orientation takes place prior to the student beginning patient care at the clinical site and is documented in the Practicum course via Canvas.

Access to Policies & Procedures and PPE Devices at Clinical Sites

The program will verify with each clinical site that students have immediate access to PPE and are aware of the communicable and infectious disease transmission procedures, specific to each site. Each clinical site will provide the program with venue specific critical incident response procedures and also make those documents immediately accessible to students at the clinical site.

Clinical Site/Preceptor Evaluation

All active clinical sites are evaluated by the program on an annual basis. Preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning. The program utilizes AHST-Typhon to allow the students to evaluate their clinical site and preceptor. The program also utilizes the **“Clinical Site Evaluation Checklist” (APPENDIX E)** for program administrators to evaluate the clinical site and preceptor. Clinical site visits are conducted annually in virtual or in-person formats, depending on the location of the clinical site and availability of program administrators.

Safety Calibration & Maintenance of Equipment

To protect the health and safety of clients/patients and the students, the program requires all lab and clinical site equipment to undergo safety calibration and maintenance. The university equipment is maintained annually. The program will consult with the clinical site to determine calibration and maintenance of equipment. Clinical sites must provide proof of annual calibration and maintenance.

Injury/Illness at Clinical Site

If a student is injured or becomes ill while at off-campus educational experiences, either Carroll University or the Clinical Education setting shall provide emergent or urgent medical care as appropriate. Students should fill out the **Accident/Incident Report (APPENDIX F)** and submit it to the Program Director. Students shall bear financial responsibility for charges associated with said treatment.

Clinical Site Affiliation Agreements

All clinical sites used for clinical education activities have executed affiliation agreements on file with the university which define the roles and responsibilities of the clinical site, Carroll University, the program, and the student. These agreements are vital to the safety of the student at the clinical experience.

Clinical Site Medical Requirements

Clinical facilities may require proof of immunizations or medical information not required for the MSAT program (i.e., drug screening, mandatory vaccinations, etc). The student is responsible for the cost of any laboratory testing.

Program Policies & Procedures

Maintenance of ECC Requirements

Students must maintain and provide proof of Emergency Cardiac Care (ECC) CPR/AED certification throughout the MSAT program. The CPR certification must be obtained through the American Heart Association, the American Red Cross or other approved provider. A list of acceptable certifications can be found at this website: (<http://www.bocatc.org/ats/maintain-certification/emergency-cardiac-care>). The costs for initial certification and re-certification vary by provider.

Certification **MUST** include CPR and AED for adults and pediatrics, including two-rescuer CPR, airway obstruction, and barrier devices, for the healthcare provider or the professional rescuer. All courses must include the completion of an in-person skill check.

Certifications must be current for the duration of each clinical education course for the student athletic trainer to remain in good academic standing. Failure to comply with this policy will prevent students from participating in clinical education, preventing progression in the program.

Patient/Client Privacy Protection

Health Insurance Portability and Accountability Act (HIPAA)

Students will learn about and participate in privacy training related to protected health information during their time in the program. In addition, students will sign the **MSAT Program Confidentiality Statement (APPENDIX G)** annually. Verification of privacy training will be stored in AHST-Typhon in individual student files.

Under Federal and Wisconsin State Law, medical records created or received by a university are confidential and may not be used, disclosed, or released in writing, orally or otherwise, to any person other than the patient or the patient's legal guardian without the patient's or guardian's prior written permission.

If a medical record was created for research purposes, adhering to the Belmont Report which sets forth ethical guidelines and principles for the protection of human subjects participating in research, students' identity and the confidentiality of data collected must be safeguarded.

As health care personnel, we have an obligation to maintain patient confidentiality and privacy. Unauthorized disclosure of health information contained in the medical record (hard copy) or in the student health clinical software system (electronic form) not only breaches a patient's trust in our facility, but also can lead to serious legal consequences. To prevent such situations from occurring, the following policy shall be followed concerning patients' health information.

Family Educational Rights Protection Act (FERPA)

Under the Family Educational Rights and Privacy Act, all academic information is confidential. Information cannot be released to a third party without the student's or patient's written permission.

Access to Student Lists

The program does not release lists of students and graduates to prospective employers or other interested parties. The program will provide students and graduates with information on behalf of correspondents, prospective employers, scholarships, etc.

Health/Accident Insurance

Health and accident insurance is **NOT** provided for you by Carroll University or by the agency in which you are placed as part of your clinical rotation or to meet internship requirements. It is required that you maintain 1) appropriate personal health insurance and 2) adequate auto insurance coverage for your vehicle as you may be required to travel between sites.

Liability Insurance

Students are covered by the University's professional liability coverage while enrolled in the MSAT. Professional liability insurance only covers activities performed in connection with instruction or training in university classes, labs, and clinics while rendering professional services to a patient and under the supervision of a licensed faculty member or preceptor. The activity must be within the course and scope of a student's training for coverage to apply.

Communicable Disease Policy & Procedures

General Illnesses

If a student becomes ill, they must report to the Student Health Center on campus or to another medical practitioner for evaluation. Upon evaluation, the medical practitioner will determine the appropriate intervention needed and the amount of time the student shall remain out of contact with others to prevent transmission. Any student who is ill, should notify their preceptor and Program Director if determined unable to participate in clinical activities.

Communicable Diseases Exposure Plan

Any student who is ill should seek a medical evaluation from the Student Health Center or their personal medical practitioner. If it is determined that an athletic training student has acquired a communicable disease, the student must notify their preceptor and a Program Director, as soon as possible. The Program Director will consult with the Medical Director to determine the appropriate actions needed in order to protect the patients and practitioners at a given facility. The Medical Director will determine the amount of time the student will be absent from the clinical experience.

Any student who acquires any of the listed communicable disease will be excused from clinical experiences or until a medical practitioner has deemed the student non-contagious and their case has been reviewed by the Medical Director. Communicable diseases cited by the CDC include:

- Blood Borne Pathogens
- Conjunctivitis
- Cytomegalovirus
- Diphtheria
- Gastrointestinal infections, acute
- Hepatitis A
- Herpes simplex
- Measles
- Meningococcal disease
- Mumps
- Mononucleosis
- Parvovirus
- Pertussis
- Poliomyelitis
- Rabies
- Rubella
- Scabies and pediculosis
- Staphylococcus aureus infection and carriage
- Streptococcus infection
- Tuberculosis

Prevention

Prevention of the acquisition and spread of infectious disease requires a program wide emphasis on good health practices. These include diligent adherence to the principles of good hygiene (frequent hand washing is essential – wash your hands using an antibacterial soap or an appropriate hand sanitizer between all patient contacts!), adherence to Standard Universal Precautions, maintenance of appropriate immunizations (eg. Influenza, COVID, Hepatitis B, MMR, Meningococcal, and Tetanus if indicated), a willingness to promptly seek care if you are ill or feel you have been exposed to an infectious disease.

Standard Precautions

Standard Precautions have been developed by the U.S. Department of Health and Human Services Center for Disease Control and Prevention (www.cdc.gov). Standard Precautions are the minimum infection prevention practices that apply to all patient care, regardless of suspected or confirmed infection status of the patient, in any

setting where healthcare is delivered. These practices are designed to both protect Health Care Practitioners (HCP) and prevent HCP from spreading infections among patients.

Standard Precautions include:

1. hand hygiene,
2. use of personal protective equipment (e.g., gloves, gowns, masks),
3. safe injection practices,
4. safe handling of potentially contaminated equipment or surfaces in the patient environment, and
5. respiratory hygiene/cough etiquette.

Students in the MSAT Program are expected to apply standard precautions during all classes, including lecture, laboratory and clinical experiences as appropriate.

Hand Washing & Sanitation

All class and lab spaces are equipped with hand sanitizer and methods to clean and sanitize treatment tables. Some classrooms have hand washing stations available. Students are expected to use an appropriate hand sanitizer between patients/lab partners. If proper hand sanitizer or hand washing stations are not available in the classrooms/labs, students may excuse themselves to the restroom.

Access to Policies & Procedures & PPE Devices

Policies and procedures for exposure to BBP and other communicable/infectious diseases are readily available for all classroom and lab spaces. Students will have access to PPE in all class and lab activities. Critical incident procedures are posted throughout the buildings.

Bloodborne Pathogens

Bloodborne Pathogen Training

Students will participate in annual training for blood-borne pathogen protection and exposure. Training will take place during orientation to the program and prior to placement and participation in clinical activities. Returning, Year 2 students will also participate in this training during this time. Proof of training is maintained in Practicum I and Practicum IV Courses via record of completion (quiz; 80% benchmark).

Bloodborne Pathogen Exposure Plan

The Bloodborne Pathogen Exposure Plan was developed by the Carroll University Health Center staff and Public Safety. It is applicable to all MSAT students, faculty, and staff. Exposure at some clinical sites may ask the student to follow the respective site's bloodborne pathogen exposure plan.

If a student experiences a bloodborne pathogen exposure, contact one of the athletic training faculty as soon as possible so the University's exposure plan can be put into action. Below is some helpful information:

Definition: Significant Bloodborne Pathogen Exposure—contamination of an individual with another's blood, tissues, or other potentially infectious body fluids by percutaneous injury (e.g., needle stick or cut with a sharp object), contact with mucous membranes, or contact with non- intact skin (especially when the exposed skin is chapped, abraded, or excoriated).

PROCEDURES:

Prevention of Blood or Body Fluid Exposure:

1. ***Handwashing:*** All students and staff using PPE (personal protective equipment) must wash hands before putting on gloves and after removal of gloves.
2. ***Exposure to Blood or Body Fluids:*** Skin is immediately washed with soap and water thoroughly for 10-15 minutes. Allow blood to flow freely from the wound. Mucous membranes of the eye, mouth, or nose are flushed immediately with water for 10-15 minutes. Bleach is not to be used as a skin disinfectant. If a garment is penetrated, the garment shall be removed as soon as possible and isolated and later washed. Students and

faculty will contact the appropriate department at their facility for PEP (post exposure prophylaxis) consideration and counseling as soon as possible after the exposure. Staff and students at Carroll University will contact Health Services or an Emergency Department at a hospital as soon as possible after the exposure for PEP consideration and counseling.

3. **Preventing Needle sticks and other Parenteral Exposures to Blood:** Needles are not to be recapped or manipulated by hand after use. Used Syringes, Needles, Scalpel Blades, and other Sharp Items are immediately discarded after use in puncture-resistant containers. Safety devices are to be used.
4. **Food and Drink** shall be stored in clearly marked refrigerators.
5. **Personal Protective Equipment:** Specialized clothing or equipment shall be worn to prevent skin or mucous membrane exposure to blood or body fluids. These include gloves, masks, protective eyewear, and gowns. Remove PPE after it becomes contaminated and before leaving the work area.

Reporting Bloodborne Pathogen Exposure:

1. Students and staff working in hospitals, clinics, long-term health care facilities, or other health care centers, will contact the appropriate department (i.e. ED or Occupational Health Dept.) **at their facility** for PEP (post exposure prophylaxis) consideration and counseling as soon as possible after the exposure. If the exposure occurs at Carroll University, students and staff will contact Carroll University Health Center or an Emergency Department at a hospital as soon as possible after the exposure for PEP consideration and counseling.
2. A history of the incident will be obtained including documentation of route of exposure, how and when the exposure occurred, and where the exposure occurred.
3. Determine if the exposure was significant.
4. If it is determined that no significant exposure has occurred, PEP will not be offered.

Significant Bloodborne Pathogen Exposure:

1. All individuals with a potential blood or body fluid exposure will be evaluated using Public Health Service and CDC recommendations to determine whether a significant exposure has occurred, the risk associated with the exposure, and what type of PEP is appropriate.
2. Exposed person will be counseled regarding the risk of bloodborne pathogens, statistical exposure information, PEP medication information (risk vs. benefit and medication information sheets), prophylaxis, assurance of confidentiality, follow-up, and post exposure transmission prevention.
3. Baseline labs will be obtained for HIV, HBsAg, HBsAB, and HCAB.
4. Identify source person if possible. Test source person for HIV, HBsAg, and HCAB if status is unknown. If source person is HIV +, gather available information regarding person's stage of infection (i.e., asymptomatic, symptomatic, or AIDS), CD4+ T-cell count, result of viral load testing, current and previous antiretroviral therapy, and results of any viral resistance testing in order to choose an appropriate PEP regimen for the exposed person.
5. For unknown sources, evaluate the likelihood of exposure to a source at high risk for infection when considering PEP therapy.
6. If PEP is initiated, the following is required: Lab testing of the exposed person (in addition to above baseline testing) to include CBC with differential, ALT, Metabolic Panel, Pregnancy test if indicated, and UA if indicated by PEP therapy after counseling.
7. An informed consent must be signed for each drug that is prescribed.
8. A declination of PEP meds will be signed if the exposed person decides against PEP therapy after counseling.
9. A 2-day or 3-day supply of PEP medications will be prescribed to the exposed person until the source person's laboratory results are obtained and the source person is determined to be HIV AB negative. Medications will be continued and will be prescribed at 1–2-week intervals according to CDC guidelines if source is HIV AB positive.
10. PEP medications will be prescribed at 1–2-week intervals if the exposed person decides to take PEP meds after counseling and the source person is unknown.
11. Follow-up visits will be scheduled at least every 1-2 weeks during PEP therapy to: Review medication side effects, vital signs, and consult with NP
12. Lab testing: 2 wk CBC with diff, ALT and Metabolic Panel; 4 wk CBC with differential, ALT. Other tests may be ordered depending on the PEP medication prescribed.

13. Referral to an Infectious Disease Specialist will be made for pregnant women and all others with special concerns.
14. Follow-up laboratory testing for prophylaxis and monitoring of bloodborne pathogens (HIV, Hepatitis B virus and Hepatitis C virus) based on CDC recommendations is outlined on the CDC website, (www.cdc.gov)
15. If the source person is not infected with a bloodborne pathogen after lab testing, further follow-up of the exposed person is not necessary

Radiation Exposure Procedures

The risk of student exposure to radiation is low. However, at clinical settings where students may be exposed to radiation, students will follow clinical site exposure procedures. Students should report their exposure to program administrators for support and follow-up.

Maintenance of Required Documentation

Students are expected to maintain all required documentation and keep it up-to-date throughout their time in the program.

At the program orientation students will be educated on and asked to sign several important program documents. The **Informed Consent for Participation in AT Coursework, Waiver and Release of Liability, Confidentiality Statement, Work Study, and Student Handbook Acknowledgement (APPENDIX H)** forms are completed by each student which outline potential activities of risk during MSAT course work such as athletic training examination or treatment procedures including practicum and capstone experiences. The forms are available in AHST-Typhon and explained by the Program Director or other program designee. These documents will also be required to be updated annually and maintained in AHST-Typhon.

The student is responsible for uploading all documents with appropriate signatures to AHST-Typhon.

- Health History and Physical Examination
- Immunization/Vaccination Record AND/OR Exemption Forms
- Criminal History & Caregiver Background Check
- Technical Standards
- Waiver and Release of Liability
- Statement of Health Condition and Notice of Risk
- Informed Consent for Participation in AT Coursework
- Student Handbook Policy & Procedure Acknowledgement
- MSAT Program Confidentiality Statement
- Policy on Athletic Training Students & Work Study
- Proof of Health Insurance
- Drug Screening Results (if applicable)

National Athletic Trainers' Association (NATA)

The mission of the National Athletic Trainers' Association(www.nata.org) is to represent, engage and foster the continued growth and development of the athletic training profession and athletic trainers as unique health care providers. Within the NATA are 11 districts organized by geographical location across the United States. Wisconsin is in District 11, and combined with district 4 makes up the Great Lakes Athletic Trainers' Association (GLATA, www.glata.org) The Wisconsin Athletic Trainers Association (WATA, www.watainc.org) works specifically to advocate for athletic trainers within the state of Wisconsin.

NATA Membership

The program requires all students to join the NATA and receive many benefits including scholarship opportunities, career information and networking, and reduced rates for professional conferences. As a member of the NATA you also become a member of GLATA and the WATA. The program will assist you with the costs of membership while you are a student.

Students will register and apply for NATA Membership and be reimbursed by the program.

You will also need to register for a National Provider Identifier (NPI) number, which is a unique identification number for all health care providers.

Professional Conference Attendance

Students will be given information about upcoming professional conferences/meetings and will be expected to attend a minimum of one professional conference during their enrollment in the MSAT program. To prepare for meeting attendance, students should coordinate with their instructors prior to scheduling an absence to attend the conference. Students planning to attend conferences while on clinical rotations **MUST** have approval from the course instructor prior to coordinating the absence with their clinical site.

All students will attend WATA during their first year in the program. Hotel accommodations, and mileage may be reimbursed by the program. Students are expected to register for the conference and submit for reimbursement. Attendance in the second year is determined by immersive location. Those within driving distance will submit their abstract to the student poster contest.

Professional Conferences:

Great Lakes Athletic Trainers Association - GLATA (District 4 & 11) March - Wheeling, IL

Wisconsin Athletic Trainers' Association – WATA – April - rotating location

National Athletic Trainer's Association – NATA – June/July – rotating location

Student Resources

Accessibility and Counseling Services

Accessibility & Counseling Services

Carroll University is committed to ensuring the full participation of all students in its programs, as required under the Americans with Disabilities Act (ADA). Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should contact Student Accessibility Services at SAS@carrollu.edu or by calling 262-524-7335.

Walter Young Center

Services are available to help students gain insight and learn healthier ways of coping with the stress of college life. All services are free for currently enrolled Carroll students and completely confidential. The WYC provides inclusive mental health services and programs to the Carroll community and supports Carroll University's efforts toward equity, justice, and liberation. The WYC recognizes that every individual comes to counseling with a different history and a lifetime of unique experiences, and they seek to honor that by creating a treatment plan that is individualized for each student. The WYC provides culturally sensitive counseling services to the students at Carroll University, and creates a safe space where all students feel welcome and accepted.

Student Health Center

Carroll's Student Health Services offers convenient, affordable and professional health care right on campus. The Health Center is staffed by board-certified nurse practitioners and a certified medical assistant. The goal is to educate and involve students in making informed decisions that lead to healthy outcomes.

The Student Health Center is located in the Center For Student Life and Wellness at 304 N. East Avenue.

Academic Support Services/Learning Commons

Academic Resources, located on the lower level of the library, provided free academic support services for Carroll Students through Learning Commons (LC). LC support services include academic strategy workshops, writing assistance and career development. See CU student handbook for additional details or contact the LC

information desk at lcommons@carrollu.edu .

Financial Aid Office

Financial Aid offers resources to help make your graduate studies more affordable. Financial aid experts are here to work with you on an individual basis and help you navigate through the process along every step of the way as your award is determined. To be eligible for financial aid, you must be degree seeking, enrolled in three or more graduate credit hours each semester and file the Free Application for Federal Student Aid (FAFSA) each year.

Financial Aid office is located on the Main Level of Voorhees Hall. Email: finaid@carrollu.edu | Phone: 262.524.7296 |

Office of Community Culture

The Office of Community Culture supports the mission of Carroll University by providing holistic student support, leading efforts that cultivate a welcoming and inclusive campus community and creating cross-cultural experiences that foster meaningful interactions between individuals of diverse cultures, social identities, perspectives and experiences.

Center for Graduate Studies

Building Access

During the Fall, Spring, and Summer Semesters, the Carroll University facilities are open as published at the beginning of each semester.

Access to academic and nonacademic buildings, which MSAT faculty or students may use, is limited to hours of operation of the building with hours differing for each building.

It is the students' responsibility to maintain a clean and safe environment in all buildings. All student possessions must be removed from all rooms within 24 hours following the conclusion of final exams each semester.

Computers and Audiovisual Systems

Computers and audiovisual systems in the Student Computer and Media Laboratory are for use by all students and faculty. Students must not store documents on the computer hard drives or desktops. Students are not to lock computers. Food and drink are not allowed in the Student Computer and Media Laboratory. Regarding university technology use policies, faculty, staff, and students are to review the Carroll University Information and Technology Acceptable Use Policy located in the Carroll University Student Handbook.

Computer and audiovisual systems problems, malfunction and breakage are to be reported to the Office of Information Technology (OIT)

Safety

In addition to information provided here, the Department of Public Safety publishes and posts a comprehensive Emergency Response Plan including severe weather, fire, crime reporting, medical emergencies, lockdowns and lockouts on its internal and external website pages: <https://www.carrollu.edu/public-safety>

Contacts

- Carroll University Department of Public Safety 262/524-7300
- Fire, Police, Ambulance/Paramedic 911
 - When calling any of these emergency numbers give:
 1. Your name
 2. Exact location
 3. Briefly describe the problem
 4. Stay on the line to answer questions
 5. Have someone meet those responding
- PioALERT - It is highly recommended that students, faculty and staff sign up to receive PioALERT text messages. **PioALERT is the emergency notification system that enables Carroll University to inform**

members of the campus community quickly in the event of an emergency. PioALERT uses various communication methods, including text messaging, email and voicemail. Messages will be brief, stating the nature of the situation and suggested action.

Student Email

All Carroll students are issued email accounts through the University's Office of Information Technology Services. Students are asked to check their email daily at minimum. A listserv, to be used for communication, is established for each professional class.

Appointments with Faculty/Staff

Each faculty member has indicated office hours each semester in which students are able to drop-in to meet without a prior appointment. Students can also schedule individual appointments with faculty and staff members.

Faculty Mailboxes

Students may place written communication for a faculty member in the faculty member's mailbox in the reception area of the Center for Graduate Studies with faculty permission only. Students and faculty members can also communicate by email and phone.

Commencement & Pinning Ceremony

The Graduate Commencement Ceremony is scheduled annually through the university on Friday evening prior to Mother's Day in May. Students must apply for graduation and commencement participation through the Carroll University registrar. Students should order their graduation regalia and hood through the university. During the graduation ceremony, MSAT students will be "hooded" on stage by the AT program director.

The MSAT program provides the opportunity for a private pinning ceremony prior to the graduate commencement ceremony. Typically, the AT pinning ceremony is in the afternoon of the graduate commencement ceremony in the Humprey Chapel.

Board of Certification, Inc. (BOC)

"The BOC establishes both the standards for the practice of athletic training and the continuing education requirements for BOC Certified Athletic Trainers (ATs). The BOC also works with state regulatory agencies to provide credential information, professional conduct guidelines and regulatory standards on certification issues. The BOC also has the only accredited certification program for ATs in the United States and has a mutual recognition agreement with Ireland."

(www.bocatc.org)

Preparing and Applying for the BOC Exam

Students are responsible for any payments related to the BOC examination and submitting the necessary requirements to BOC for allowable access to apply, register, schedule, and sit for the exam. Much of the process and schedule will be discussed in ATH 6640 Benchmark in Athletic Training and ATH 6670 Capstone Internship Experience.

After passing the exam student will need to request a hard copy of your CU transcript be sent to the BOC once the registrar has conferred degrees. MSAT degrees will be conferred within 2-4 weeks following graduation commencement. The registrar will not automatically send BOC a copy of your transcript. It must be initiated by the student.

Licensure

In addition to BOC certification, certified athletic trainers must meet individual state licensing requirements in order to practice athletic training. Licensure requirements vary by state and certified athletic trainers must check with the specific state in which they practice. Licensure in the state of Wisconsin began in 2001. For complete

details on the Wisconsin Licensure Act, visit the Wisconsin Athletic Trainers' Association web site at <http://www.watainc.org> or the State of Wisconsin Department of Regulation and Licensing (<http://dsps.wi.gov/Home>).

Students are responsible for determining the requirements of the state in which they expect to be licensed, including all arrangements and payment related to any examinations required outside of the Carroll curriculum. After students have met the requirements for graduation, the registrar's office will facilitate students in acquiring required University documentation.

APPENDICES

Appendix A: Technical Standards Form

TECHNICAL STANDARDS FOR ADMISSION TO AND PROGRESSION IN THE CARROLL UNIVERSITY ATHLETIC TRAINING PROGRAM

Legal Name:

Last
(if known)

First

Middle

Carroll ID

Successful participation in the Carroll University Athletic Training Program requires that a candidate possess the ability to meet the requirements of the program. Though the program may modify certain course requirements in order to provide a person with a handicap an equivalent opportunity to achieve results equal to those of a person without a handicap, there are no substitutes for the following essential skills. With or without accommodation, the applicant/candidate must initially meet the technical standards described below to gain admission to and to progress through the AT program. If a student has a change in ability to meet these standards while enrolled in the AT program, the student is required to inform their program advisor and update the technical standards form. Where applicable, the AT program may require submission of supporting documentation from appropriate providers.

Requirements:

1. Completion of the technical standards form is required upon application to the AT program.
2. The form must be updated immediately if the student has a change in their ability to meet technical standards at any point in the program.

Directions:

To indicate you are able to meet the technical standards described below, initial each paragraph and sign at the bottom of page 2. Any evidence of inability to meet the technical standards may be cause for further evaluation at the university's discretion and/or dismissal from the AT Program. Evidence of inability may be obtained from the application materials, interviews or visual observations. Further evaluation may entail an interview or a physical examination by a physician or other provider of the university's choice.

Technical Standards for Carroll University Athletic Training Students

In preparation for professional roles athletic training students are expected to demonstrate the ability to meet the demands encountered in an athletic training career. Certain functional abilities are essential for the delivery of safe and effective care. An applicant to the AT Program must meet and maintain the following technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program. Students shall notify the program in a timely manner of any change in their ability to meet technical standards.

The technical standards include but are not limited to the following:

General Ability

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

Initial here

Observational Ability

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/ laboratory activities and patient care experiences. The student must be able to

document these observations accurately.

Initial here

Communication Ability

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, hear, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

Initial here

Psychomotor Ability

The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete safe effective care for patients. The student is expected to have psychomotor skills necessary to safely perform examination procedures and treatment interventions, including CPR/AED if necessary. Examples of examination procedures include, but are not limited to, cognitive assessment, range of motion, manual muscle testing, sensation, balance, functional abilities, pain, cardiopulmonary status, percussion, palpation, and anthropometrics.

Treatment interventions include, but are not limited to, patient education, manual therapy, functional training (transfers, bed mobility, activity of daily living training, etc.), application of therapeutic physical agents such as electrotherapy, radiation, heat, and cold, and wound care.

The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel or balance. The AT Program curriculum may require students to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

Initial here

Intellectual/Cognitive Ability

The student must have the ability to develop critical thinking and problem-solving skills essential to professional athletic training practice. Problem solving skills include the ability to measure, calculate reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound judgment for competent patient/client management, practice management, and functions required for clinical scholarship.

Initial here

Behavioral and Social Attributes

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the AT program. The student must fully utilize

intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate with others. Students must continuously self-assess to improve as a professional.

Initial here

Ability to Manage Stressful Situations

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the AT program, and must effectively manage these stressors throughout entire workdays. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

Initial here

Background Check

Clinical facilities require that Carroll University perform background checks on all students before participation in clinical courses. The background check result is shared with the clinical facility.

Initial here

Evaluation

An applicant/candidate with a handicap shall not, on the basis of his or her handicap be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the program. Carroll University may require that the applicant/ student undergo a physical examination and/or an occupational skills evaluation. All AT students must be able to perform the essential functions of a student athletic trainer. Reasonable accommodations will be afforded to students with disabilities as required under accommodations required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1990. A student who can no longer perform the essential functions of a student athletic trainer must report this to their program advisor. If reasonable accommodations cannot be made, the student will not be able to remain in the AT program. I certify that the information submitted in this form is complete and correct to the best of my knowledge.

I certify that the information submitted in this form is complete and correct to the best of my knowledge.

Student Signature:

Date

Print name here:

Signature of care provider:

Date

(Note: Signature of care provider is not required at the time of application.)

Print name here:

Appendix B: Carroll University Health History and Physical Exam Form

Carroll University Master of Athletic Training Program

HEALTH HISTORY AND PHYSICAL EXAM FORM

To be completed by the student and reviewed with your MD, DO, PA, or NP before starting the MSAT program and annually thereafter.

Print Name: _____ DOB _____ Date _____

Check and list year of illness after any of the following that you have had. Describe any complications or effects still present under remarks.

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Chicken Pox | <input type="checkbox"/> German Measles | <input type="checkbox"/> Infectious mononucleosis | <input type="checkbox"/> Measles |
| <input type="checkbox"/> Mumps | <input type="checkbox"/> Scarlet Fever | <input type="checkbox"/> Infectious hepatitis | <input type="checkbox"/> Encephalitis |
| <input type="checkbox"/> Meningitis | <input type="checkbox"/> Amebiasis | <input type="checkbox"/> Anemia | <input type="checkbox"/> Arthritis |
| <input type="checkbox"/> Kidney Disease | <input type="checkbox"/> Nervous Breakdown | <input type="checkbox"/> Intestinal Parasitic Infection | <input type="checkbox"/> Pneumonia |
| <input type="checkbox"/> Pleurisy | <input type="checkbox"/> Tonsillitis | <input type="checkbox"/> Venereal Disease | <input type="checkbox"/> Rheumatic Fever |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Tuberculosis |
| | | | <input type="checkbox"/> Any Other Illness |

Check the following conditions and complaints you have had, or are subject to at present time, and describe further under remarks.

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Head Injury | <input type="checkbox"/> Heart Murmur | <input type="checkbox"/> Disease or injury of | <input type="checkbox"/> Any Psychiatric |
| <input type="checkbox"/> Frequent Headaches | <input type="checkbox"/> Swelling of feet or | <input type="checkbox"/> Hernia | <input type="checkbox"/> Convulsions |
| <input type="checkbox"/> Visual Difficulty | <input type="checkbox"/> Shortness of breath | <input type="checkbox"/> Jaundice | <input type="checkbox"/> Paralysis |
| <input type="checkbox"/> Dizziness | <input type="checkbox"/> Asthma | <input type="checkbox"/> Chronic Diarrhea | <input type="checkbox"/> Severe Anxiety |
| <input type="checkbox"/> Sinus Trouble | <input type="checkbox"/> Chronic Cough | <input type="checkbox"/> Difficulty with urination | <input type="checkbox"/> Tendency to Worry |
| <input type="checkbox"/> Hay Fever | <input type="checkbox"/> Loss of Weight | <input type="checkbox"/> Sugar or albumin in | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Frequent Sore Throat | <input type="checkbox"/> Digestive upsets | <input type="checkbox"/> Skin Disease | <input type="checkbox"/> Fainting Spells |
| <input type="checkbox"/> Abdominal Cramps | <input type="checkbox"/> Difficulty Sleeping | <input type="checkbox"/> Any unusual bleeding | <input type="checkbox"/> Frequent Colds |
| <input type="checkbox"/> Persistent Backache | <input type="checkbox"/> Menstrual Problems | | |

Remarks:

List surgical operations you have had, with dates:

List any serious accidents or injuries, with dates:

List any allergies to drugs or foods:

List medications taken at present:

Please describe your general state of health now:

Please describe any physical, mental, or emotional problems not mentioned above:

Family History:

<input type="checkbox"/> Migraine	<input type="checkbox"/> Diabetes	<input type="checkbox"/> Kidney Disease	<input type="checkbox"/> Mental Illness
<input type="checkbox"/> Blood Diseases	<input type="checkbox"/> Heart Disease	<input type="checkbox"/> Epilepsy	<input type="checkbox"/> Tuberculosis
<input type="checkbox"/> High Blood Pressure	<input type="checkbox"/> Stomach Trouble		

To the licensed healthcare provider: Please review the complete history filled in by the student and add/or complete anything of significance.

Name: _____ DOB _____
(Print) (Last) (First) (Middle)

Height _____ Weight _____ Blood Pressure _____ Pulse _____

Conditions	Normal	Abnormal	Comments
General Appearance	N	A	_____
Eyes, Pupils, Lids	N	A	_____
Fundi	N	A	_____
Ears	N	A	_____
Nose, Throat	N	A	_____
Teeth, Gums	N	A	_____
Thyroid, Neck	N	A	_____
Lymph Nodes	N	A	_____
Thorax	N	A	_____
Heart	N	A	_____
Lungs	N	A	_____
Abdomen, Hernia	N	A	_____
Back, Spine	N	A	_____
Extremities	N	A	_____
Circulation & Peripheral Pulses	N	A	_____
Neurological	N	A	_____
Skin, Lymphatic	N	A	_____
Lab Studies	N	A	<u>Attach results to form</u>

I certify based upon my examination that this student appears free of symptoms of illness or communicable disease that may be transmitted through normal contact.

Synopsis/Comments:

Licensed Healthcare Provider Signature

Student Signature

Print Name _____

Date _____

Print Name _____

Date _____

Address _____

Appendix C: Approved and Appropriate Immunization Information

Measles, Mumps & Rubella (MMR)	<p>Two (2) doses of vaccines documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart)</p> <p>OR</p> <p>Documentation by a health care provider of serologic immunity (titer)</p>
Varicella (Chicken Pox)	<p>Two (2) Varicella vaccination dates documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (after first birthday and must be at least 28 days apart)</p> <p>OR</p> <p>Positive Varicella titer that is documented by a health care provider (history of the disease is not sufficient).</p>
Influenza Vaccination	<p><i>Annually by October 1st.</i></p> <p>If a student identifies a “medical exemption”, documented validation by a MD or DO is required.</p> <p>Medical exemptions are granted for recognized contraindications:</p> <ul style="list-style-type: none"> • Previous reaction to influenza vaccine (e.g., hives, difficulty breathing, swelling of tongue or lips) <p><i>Previous reaction does not include sensitivity to the vaccine such as an upset stomach or mild to moderate local reactions such as soreness, redness, itching, or swelling at the injection site.</i></p> <p><i>Previous reaction does not include subsequent upper respiratory infection or low-grade or moderate fever following a prior dose of the vaccine.</i></p> <ul style="list-style-type: none"> • History of Guillain-Barre Syndrome (GBS) within 6 weeks of a previous dose of an influenza vaccine <p>The student granted an influenza vaccine medical exemption is to follow facility-specific masking requirements during the influenza season (i.e., to wear a surgical mask whenever in patient care buildings, or whenever in patient care areas).</p> <p>Exemptions may result in altered clinical placements based on the requirements of individual clinical sites.</p>
Hepatitis B Vaccination	<p>Immunization Series or Post Vaccination Antibody Screen: This is a series of three vaccinations and post vaccination antibody screen.</p> <p>Students must provide one of the following:</p> <p>Documentation by a health care provider of serologic immunity (a quantitative, numeric Hepatitis B antibody level with interpretation/ scale that indicates immunity.)</p> <p>This testing must be dated at least one month after completion of the 3-dose vaccine series</p> <p>OR</p> <p>Documentation by a health care provider stating that student is in the process of receiving the 3-dose Hepatitis B vaccination series, appropriately spaced per CDC guidelines</p>
Tuberculosis (TB) Screening	<p>Tuberculosis Screening needs to be completed 90 days prior to starting the program (not the clinical placement) and annually thereafter. Screening may be done via</p>

<p>Post TB Skin Test Conversion – Chest X-Ray</p>	<p>Mantoux tuberculin skin test or Interferon Gamma Release Assay (i.e., Quantiferon Gold, T-spot)</p> <ul style="list-style-type: none"> Initially, provide documentation of two Mantoux tuberculin skin tests (“two- step”) administered one (1) to three (3) weeks apart (requires 4 total visits to healthcare provider). <ul style="list-style-type: none"> Students with a documented 0 mm induration Mantoux skin test within the past 12 months only need one additional skin test done within 90 days of starting the program. One Mantoux tuberculin skin test annually thereafter <p>OR</p> <ul style="list-style-type: none"> An IGRA (Interferon Gamma Release Assay) test 90 days prior to starting the program (not the clinical placement) and annually thereafter. <p>If a student has received a positive tuberculin skin test (TST) or IGRA result, the student must provide the following:</p> <ul style="list-style-type: none"> Medical documentation of the positive TST or IGRA results <p>AND</p> <ul style="list-style-type: none"> Negative chest x-ray report dated post positive TB skin test or IGRA <p>AND</p> <ul style="list-style-type: none"> Complete annual TB symptoms survey / questionnaire <p>If A student is positive for active TB disease they must participate in an active treatment plan to be reviewed annually. The student will not be eligible to participate in clinical practicum until such time as their medical provider determines that they are not communicable.</p>
<p>Drug Screening</p>	<p>Drug screens may be required by certain agencies</p>
<p>Physical Health Screening</p>	<p>Physical exams are required within the year of enrollment and maintained annually. Exams are to include documentation of:</p> <ul style="list-style-type: none"> A health history Physical examination by an MD, DO, NP, or PA The student is free of clinically apparent communicable disease
<p>Medical Conditions/Injuries Requiring Student Restrictions</p>	<p>Students are not to report to a clinical setting if they are experiencing signs or symptoms of a communicable disease.</p> <p>Students are responsible to immediately notify their School/College designee of changes in their medical conditions or injuries prior to next scheduled clinical day. Students are also required to notify their school/college of any needed accommodations prior to or during their clinical rotations.</p>

*Updated 2025

Appendix D: Clinical Site Orientation Checklist



Clinical Site Orientation Checklist

Student Name: _____

Preceptor Name: _____

Clinical Site: _____

Experience Start Date: _____

*****Orientations must occur at the start of the experience and before client/patient encounters occur at the site.***

Required Orientation Procedures	Student Initial	Preceptor Initial	Date
Identify expectations and resources for student while at the clinical site including: <ul style="list-style-type: none">• Site specific policies & procedures (hours of operation, dress code, documentation practices, COVID-19, etc.)• Communication preferences and expectations			
Identify patient privacy and confidentiality protection standards and policies, specific to the clinical site. (HIPAA and FERPA)			
Identify mechanism for identifying credentialed providers from students			
Orient student to communicable/infectious disease and blood-borne pathogen (BBP) protection and exposure plans including: <ul style="list-style-type: none">• Access to BBP barriers and other personal protective equipment (PPE).• Immediate access to written procedures for BBP and communicable and infection disease transmission.			
Orient student to facility critical incident response procedures, such as Emergency Action Plans (EAP), prior to providing patient care including. <ul style="list-style-type: none">• Identifying how a student can access venue specific EAPs.• Orienting student to their role if an EAP is activated.			

Preceptor Signature: _____

Date: _____

Student Signature: _____

Date: _____

Appendix E: Clinical Site Evaluation Checklist



MSAT Program Clinical Site/Preceptor Evaluation Checklist

Clinical Site: _____

Preceptor: _____ **Credentials:** _____

Program Evaluator: _____

Date of Visit/Evaluation: _____

Population: ☐Pediatrics ☐Adults ☐Geriatrics ☐Varied Age Groups

Student Currently Attending this Semester: ☐Yes ☐No

☐Medically Underserved ☐Non-sport Activities

Level of Activity: ☐Competitive ☐Recreational ☐Individual

☐Team ☐High Intensity ☐Low Intensity

Task	Notes:
Preceptor	
First time serving as a preceptor for CU MSAT students <input type="checkbox"/> Yes <input type="checkbox"/> No	
Number of preceptors at site: _____	
Attends and participates in annual preceptor training	
Last date of attendance/participation: _____	
Maintains and submits required documentation:	
<ul style="list-style-type: none"> • Safety & Calibration Check Sheet • Therapeutic Equipment Table • Venue Specific EAPs • EAP Table • Contemporary Expertise Table 	
Participates in regular and ongoing communication with the program.	
Orients student to clinical site and completes all aspects of orientation checklist	
Directly supervises student during the delivery of patient care. Is physically present to intervene on behalf of the athletic training student/patient.	
Completes timely and appropriate student evaluations	
Reviews clinical site/preceptor evaluations	
Practices cultural competency, fosters cultural humility and demonstrates respect in client/patient care.	

Clinical Site	
BBP/Communicable disease policy and procedure immediately accessible	
Personal Protective Equipment (PPE) is provided and accessible for the student	
Clinical site and associated staff/patients provide a safe learning environment and are receptive to the student's participation in patient care.	
Encourages cultural competency, fosters cultural humility and demonstrates respect in client/patient care.	
The clinical site has adequate space for conferencing and treating patients.	
Therapeutic Equipment has appropriate medical safety stickers and is in good working condition.	
The clinical sites physical facilities were adequate and professional in appearance including cleanliness.	
Program Comments: 	
Preceptor Comments/Concerns: 	
Is the preceptor/site willing to host CU MSAT students in the future? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Appendix F: Carroll University Accident/Incident Report

College of Health Sciences Accident/Incident Report

Date of Incident:

Location of Incident:

Name of Person Completing Report:

Phone of Person Completing Report:

Email of Person Completing Report:

Carroll University College of Health Sciences Accident/Incident Report

Name of person(s) involved in incident (include Name, email, phone, etc.)

Detailed description of the accident/incident:

Was Public Safety (262-524-7651) called/notified at the time of incident

☐ Yes

☐ No

Was Waukesha Police called/notified at the time of the incident:

☐ Yes

☐ No

Additional action or follow-up care needed as a result of the accident/incident:

Please email this completed form to the following individuals:

- Public Safety: Michael Bagin msbagin@carrollu.edu
- CHS Office: Renee Bubrozek rbubroze@carrollu.edu
- Legal Counsel: Catherine Jorgens cjorgens@carrollu.edu
- Department Chair
- Department Administrative Assistant (if applicable)

Appendix G: MSAT Program Confidentiality Statement



Confidentiality Statement for Students:

Under the Family Educational Rights and Privacy Act, all academic information is confidential. Information cannot be released to a third party without the student's or patient's written permission.

Under Federal and Wisconsin State Law, medical records created or received by a university are confidential and may not be used, disclosed, or released in writing, orally or otherwise, to any person other than the patient or the patient's legal guardian without the patient's or guardian's prior written permission.

If a medical record was created for research purposes, adhering to the Belmont Report, which sets forth ethical guidelines and principles for the protection of human subjects participating in research, students' identity and the confidentiality of data collected must be safeguarded.

I understand that all student academic information, patient information, and a research subject's identity and the data collected are confidential. I agree not to discuss or share this information with anyone.

Student Name: _____
(Print name)

Student Signature: _____ Date: _____

Signature of Witness: _____ Date: _____

Appendix H: Program Required Documentation Forms

Informed Consent for Participation in AT Coursework Form
Waiver and Release of Liability Form
Student Handbook Acknowledgement Form
Work Study Form



Waiver and Release of Liability for Volunteer Participants

1. I, , have volunteered to participate in Carroll University's Athletic Training ("AT") training program ("Program") as a patient/subject participant ("Participant") in the Program. I understand that as a volunteer, I am entitled to no compensation.
2. I have volunteered to serve as a Participant for the purpose of providing AT students an opportunity to develop hands-on athletic training skills or for research purposes, while under the supervision of Program faculty. I understand that I may withdraw as a Participant at any time without penalty or loss of any benefit to which I am entitled.
3. I am aware of and accept that there are certain inherent risks involved in allowing (a) an AT student to touch my body with the intent of practicing AT skills, (b) Program faculty to touch my body with the intent of teaching AT skills, and (c) students or Program faculty using AT equipment or supplies on my body.
4. I understand certain inherent risks of participation as a Participant include, but are not limited to, temporary or permanent physical injury of the type listed on the reverse side of this form. I also understand that certain symptoms, including, but not limited to, those listed on the reverse side of this form, indicate the need for prompt medical attention because, if those symptoms are left untreated, they may lead to serious injury or death.
5. Program faculty have reviewed with me the inherent risks of my participation as a Participant and I have had the opportunity to ask questions regarding the Program, student preparation for participation in the experience, the skills that will be practiced on my body, and the purpose of this Waiver and Release of Liability.
6. **Waiver and Release of Liability.** I hereby release and hold harmless Carroll University, Inc., its students, faculty, employees, agents, directors and officers from any liability for all loss, injury, and/or claims based upon those risks and the negligent acts or omissions of Carroll University, Inc., its students, faculty, employees, agents, directors or officers that cause injury to me, relating to my decision to be a Participant. It is further understood and agreed that this waiver, release and assumption of risks is to be binding on my heirs and assigns.

Subject Signature

Print Name

Date

Witness Signature

Print Name

Date



Statement of Health Condition and Notice of Risks to Participants

1. I, , represent that I am at least 18 years old and have volunteered to participate in Carroll University's Athletic Training Program ("Program") as a patient/subject participant ("Participant") in the Program.
2. I certify that I have disclosed my medical history to the Program prior to participation. I am not aware of any medical problems or conditions that might restrict my participation as a Participant and have had the opportunity to consult a physician regarding the health implications of my participation. I have completed the Program's Informed Consent Form for Course Participation truthfully and completely and have answered all questions regarding the current state of my health. I understand that answering those questions regarding my health is not a substitute for a physician's assessment that participation in the Program poses no threat to my health.
3. I also certify that I have had the opportunity to discuss the risks of my participation with Program faculty and understand that I may withdraw my participation at any time. I understand that avoidance of injury (or death) to myself depends, in part, on my prompt communication to the AT student and/or faculty supervisor that a procedure causes me pain, discomfort, or any of the symptoms noted below.
4. By my initials, I certify that I am aware of the following inherent risks to my health related to participation as a Participant:

Muscle or joint strain, soreness and/or stiffness, perhaps so extreme as to limit flexibility and movement for an extended period after serving as a participant.	
Allergic reaction to creams, lotions, or other dermalogical lubricants used on the body, symptoms of which may include, without limitation, itching, blotching, or	
Headaches or dizziness (which may lead to a fall)	
Bruising of body parts	
Increased heart rate and/or blood pressure (which may lead to cardiac arrhythmia, and cardiac arrest). (Such symptoms require prompt medical attention)	
Not all risks are foreseeable, and this list of inherent risks is not exhaustive.	

5. I hereby certify that I have read and understand all of the information I have been given regarding the inherent risks, foreseen and unforeseen, related to participation as a Participant in the Program. and accept those risks. I have also completed the reverse side of this form: Waiver and Release of Liability.

<input type="text"/>
Subject Signature

Witness Signature

<input type="text"/>
Print Name

Print Name

<input type="text"/>
Date

Date



Informed Consent for Participation in Athletic Training Coursework – PG1

Page 1

Participant's Name

DESCRIPTION OF ACTIVITY:

1. **SCOPE OF THIS INFORMED CONSENT:**

This informed consent applies to my participation in course laboratory and clinic related activities within the Carroll University Athletic Training Program. Specifically this informed consent form applies to my participation in the following courses within the Athletic Training Program: ATHR 5402, ATHR 5450, ATHR 5460, ATHR 5455, ATHR 5461, PHYT 5412, PHYT 5414, PHYT 5416, ATHR 6504, ATHR 6551, ATHR 6560, PHYT 6500, PHYT 6507, ATHR 6509, ATHR 6602, ATHR 6660, PHAS 5520, and ATHR 6670. This also applies to open lab sessions.

2. **PROCEDURES AND EXPECTED RISKS:**

Procedures that may result in discomfort and/or bodily injury are laboratory and clinic related skills and activities within specific courses as listed above in the Athletic Training program. Procedures include, but are not limited to, cardiorespiratory, musculoskeletal, neuromuscular, integumentary, and metabolic assessments and interventions. Risks of procedures include mild joint and/or muscle strain, soreness, stiffness, swelling, and tissue injury. Bums or skin irritation may also occur. There is a risk of increased heart rate and/or blood pressure which may lead to cardiac arrhythmia and/or cardiac arrest. Dizziness or headaches may occur. Allergic reaction to creams, lotions, or other dermatologic lubricants used on the body which may result in itching, blotching, or rash may occur. During activities you should never push to a point of overexertion or beyond what you feel is safe. You should immediately notify the person monitoring your assessment or intervention if you feel any discomfort or experience any unusual physical symptoms such as shortness of breath, dizziness, irregular heartbeat, numbness, loss of balance, nausea, blurred vision, or other unusual symptoms. You may discontinue participation in these activities whenever you wish and should inform your instructor. If you have a pre-existing condition that may place you at increased risk, you should inform the instructor(s) and avoid participating in testing and/or intervention activities that would place you at higher risk than normal. Demonstration and/or supervision of procedures will be performed by experienced and skilled instructors.

3. **BENEFITS OF THESE PROCEDURES:**

The procedures performed and skills obtained as a result of participation in these course activities are critical for learning comprehensive and competent patient evaluation and treatment within the scope of athletic training practice or research.

4. **SPECIAL CIRCUMSTANCES:**

Confidentiality: Any information obtained about me in this course will be treated as confidential and will be safeguarded in accordance with state and federal law, including the Privacy Act of 1974.



Informed Consent for Participation in Athletic Training Coursework – PG 2

Page 2

PARTICIPANTS RIGHTS: I have read or have had read to me all of the above. A program faculty member has overviewed and explained laboratory and clinic related skills and activities within the Athletic Training Program to me and answered all of my questions. I have been informed of the risks and discomforts and possible benefits of these procedures. If I have additional questions, I understand that I may contact Dr. Lacey Runyon Athletic Training Program Director, at 262-524-7202 or lrnyon@carrollu.edu.

I agree to monitor my own physical condition during assessments and interventions I am asked to perform, and I agree to stop my participation and inform the instructor if I feel uncomfortable or experience any unusual symptoms.

I understand that should I suffer an injury or become ill as a result of my participation in these activities, I will be financially responsible for any treatment I may require. I understand that the University does not provide insurance to cover any medical costs I may incur.

My signature below indicates that I have had an opportunity to ask and have answered any questions I may have had, and that I freely consent to participate in the laboratory and clinic related skills and activities within the Athletic Training Program. I understand that I may withdraw such consent in writing, but that such withdrawal may impact my ability to continue in the Athletic Training Program. I will retain a signed copy of this consent form.

Participant's Signature

Date

Signature of Witness

Date

Witness Printed Name

Signature of Program Faculty Member

Date



Student Handbook Policy and Procedures Acknowledgement Form

I have **read and understand** the Carroll University Athletic Training Program student handbook policies & procedures and related Carroll University policies. I agree to adhere to all policies & procedures and understand the consequences of my failure to oblige to each.

Student:

(print name)

Signature of Student:

Date:

Signature of Witness:

Date:



Athletic Training Program Policy On Athletic Training Students And Workstudy

Students admitted to the Master of Science of Athletic Training (MSAT) Program who are assigned work study hours in the Carroll University Athletic Training Facility must comply with all MSAT program policies in regard to designating work study time separately from course affiliated practicum hours.

Students gaining experience in the MSAT practicum courses; ATH 5451, ATH 5461, ATH 6560, ATH 6561, 6670 may not count hours designated to practicum for work study. Conversely, if a student is scheduled for work study time they may not apply those hours as practicum experience.

The duties and responsibilities of the work study student are outlined in the Carroll University Sports Medicine Services, Sports Medicine Assistant Job description. It should be noted that although MSAT students may have developed knowledge and skills beyond the duties and responsibilities outlined, they are not to operate outside of these duties and responsibilities during work study time. Please refer directly to the Sport Medicine Assistant Job description provided by the Head Athletic Trainer, Steve Staab.

This statement applies only to students who are admitted to the MSAT program and are also assigned to work study in the Carroll University ATF.

By signing my name below I hereby acknowledge I have been informed of and understand the MSAT policy on Athletic Training students and work study. I will abide by this policy and report infractions to the appropriate supervisor if necessary.

Student Signature

Date

Student Name Printed