

**UNIVERSITY OF PITTSBURGH
ATHLETIC TRAINING PROGRAM
POLICIES AND PROCEDURES MANUAL**

2023-2024



University of
Pittsburgh

Athletic Training
School of Health and
Rehabilitation Sciences

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University of Pittsburgh Athletic Training Program

1.0 Introduction

This manual has been developed to make students aware of the policies and procedures to be followed while enrolled in the Athletic Training Program (ATP) and the School of Health and Rehabilitation Sciences. Therefore, students are asked to read this manual carefully. Please be sure to regularly check your student mailbox for announcements about activities, events, and opportunities of interest to the ATP. Updates in schedules or notices affecting students in the ATP will be sent via the students University email.

1.1 Mission of the Athletic Training Program

The mission of the Athletic Training Program at the University of Pittsburgh is to prepare qualified students for a successful career as a Athletic Trainer. The program seeks to develop cognitive skills, psychomotor mastery, and affective values as they pertain to the practice domains of the athletic training profession through the delivery of a proven formula of sound classroom education combined with invaluable clinical education experiences, with an eye toward producing highly successful and effective healthcare providers who shape the future of the profession in a positive way.

1.2 Goals and Expected Outcomes of the Athletic Training Program

Program Goal 1: Provide students with a high-quality educational experience.

- Outcome: Students will be satisfied with their overall clinical experiences in the ATP.
- Outcome: Students will be satisfied with clinical preceptors.
- Outcome: Students will be satisfied with clinical sites.
- Outcome: Students will be satisfied with their level of clinical preparation.
- Outcome: Students will be satisfied with their overall didactic experiences in the ATP.
- Outcome: Students will be satisfied with their professional courses in the ATP.
- Outcome: Students will be satisfied with the instruction of their professional courses in the ATP.
- Outcome: Students will be retained in the ATP and will graduate with an MS in AT.

Program Goal 2: Prepare students to sit for credentialing exam

- Outcome: Students will be satisfied with their level of preparation for success on the BOC examination.
- Outcome: Program cohort will achieve a 90% first time BOC pass rate.
- Outcome: Students will earn a score of 70% or above on their Mock BOC Exam.
- Outcome: Students will earn a score of ≥ 4 on 80% of their clinical standards evaluations.
- Outcome: All students who enter the Professional Phase of the MS in AT degree will graduate.

Program Goal 3: Upon completion of the ATP, students will successfully achieve jobs in the healthcare field as entry-level athletic trainers.

- Outcome: Graduation Placement Rate - Students, who desire, will gain employment in healthcare within one year after graduation.
- Outcome: Employers of University of Pittsburgh Athletic Training graduates will be satisfied with their level of preparation for entry-level clinical practice.
- Outcome: All students engaged in clinical activity will demonstrate professional clinical foundations.
- Outcome: All students engaged in clinical activity will demonstrate clinical competency.
- Outcome: All student clinical assignments will be evaluated by group to ensure students are receiving opportunities to engage with a variety of patient populations and exposure to different types of injuries and conditions.

Program Goal 4: Provide students with the opportunity to develop expertise in athletic training through an integrative experiential clinical model.

- Outcome: Students will be exposed to a variety of clinical settings and authentic patient encounters.

- Outcome: All students engaged in clinical activity will demonstrate appropriate professional behaviors during their clinical interactions.

Program Goal 5: Provide students with opportunities to be integrated into the multidisciplinary sports medicine team and learn from a variety of health care providers.

- Outcome: Students will enter the field of athletic training having developed experience and knowledge of working with physicians, physical therapists, and other healthcare providers.

1.3 Accreditation Status

The University of Pittsburgh's ATP, established in 1978 as a NATA-approved curriculum, has since passed several, extensive program evaluations receiving initial accreditation in 1997 and continuing accreditation in 2004 and 2012. The University of Pittsburgh is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2001 K Street NW, Third Floor North, Washington, DC 20006 USA. The next accreditation evaluation, including on-site evaluation, will be scheduled for the 2023-2024 academic year, and overseen by the Commission on Accreditation of Athletic Training Education (CAATE).

1.4 Athletic Training Profession

The National Athletic Trainers' Association was founded in 1950 when a core group of about 200 athletic trainers met in Kansas City to discuss the future of the discipline. Today, the NATA membership spans the globe and includes more than 30,000 allied health care professionals.

Athletic trainers are health care professionals who collaborate with physicians to optimize patient and client activity and participation in athletics, work and life. The practice of athletic training encompasses the prevention, examination and diagnosis, treatment, and rehabilitation of emergent, acute, subacute, and chronic neuro-musculoskeletal conditions and certain medical conditions in order to minimize subsequent impairments, functional limitations, disability, and societal limitations.

Athletic trainers work in physician offices, hospitals, hospital emergency rooms, urgent and ambulatory care centers, military/law enforcement settings, corporate/industrial settings, physical therapy clinics, secondary schools and colleges/ universities, as well as with youth leagues and throughout the spectrum to Olympic and professional sports teams. They are in great demand for their versatile health and wellness services and injury and illness prevention skills. The skills of ATs have been sought and valued by sports medicine specialists and other physicians for more than 60 years. The NATA is headquartered in Carrollton, TX. The association is administered by a full-time executive director and staff. Members serve as volunteer leaders for the association, which has committees working together to advance the profession.

1.4.1 Essential Functions of the Athletic Trainer

Athletic Trainers are educated to function within a scope of practice which includes Core Competency areas included in the 2020 CAATE Standards for Accredited Athletic Training Programs and developed in conjunction with the Practice Analysis disseminated by the Board of Certification, Inc. (Practice Analysis, 8th Edition, 2021).

- Patient-Centered Care
- Interprofessional Practice and Interprofessional Education
- Evidence-Based Practice
- Quality Improvement
- Health Care Informatics
- Professionalism

These competency areas fall within the following domains: 1) Risk Reduction, Wellness and Health Literacy, 2) Assessment, Evaluation and Diagnosis, 3) Critical Incident Management, 4) Therapeutic Intervention, and 5) Healthcare Administration and Professional Responsibility.

The 2020 CAATE Standards for Accredited Athletic Training Programs provides educational program personnel and others with the knowledge, skills, and clinical abilities to be mastered by students enrolled in professional

athletic training programs. Mastery of these Competencies provides the entry-level athletic trainer with the capacity to provide athletic training services to clients and patients of varying ages, lifestyles, and needs. The Commission on Accreditation of Athletic Training Education (CAATE) requires that the Competencies be instructed and evaluated in each accredited professional athletic training program.

2.0 Academic Program

2.1 Admission Requirements

There are two ways to enter the Athletic Training Program. Requirements for each entry point are outlined below:

2.1.1 Entry Point 1: Accelerated MS in AT

Students seeking this route will earn a BS in RS with Pre-AT concentration plus an MS in AT (cumulative of 5 years). Students will be admitted into the five-year Accelerated Master of Science in Athletic Training program in SHRS after their sophomore year (or completion of 60 credits) as indicated below:

1. Prerequisites for admission include (prospective students must earn a C- or better in all prerequisite courses unless otherwise specified):
 - Foundations of Biology + Lab (4 credits total) (BIOSC 0150+ BIOSC 0050, 0057, or 0058)
 - General Chemistry/Lab (4 credits) (CHEM 0110)
 - Introduction to Physics (3 credits) (PHYS 0110)
 - College Algebra (3 credits) (MATH 0031 or higher math required. Exemption accepted)
 - Statistics (4 credits) (STAT 0200 or STAT 1000)
 - Introduction to Psychology (3 credits) (PSY 0010)
 - Developmental Psychology (3 credits) (PSY 0310 or upper-level psychology PSY 0205, 0310, 0407, 0422, 0505, 0510)
 - English Composition (3 credits) (ENGCMP 0200 min)
 - Writing-Intensive Course (3 credits) (ENGCMP 0400 recommended)
 - Oral Communication/Public Speaking (3 credits) (COMMRC 0520 recommended, 0500, 0510, 0530 acceptable)
 - Diversity* (1 course)
 - Social Sciences* (1 course)
 - Cross-Cultural Awareness*, Global Issues*, or Specific Geographic Region*, (1 course)
 - Basic Athletic Training (3 credits) (ATHLTR 1811), must earn minimum of a B %
 - Basic Athletic Training Lab (1 credits) (ATHLTR 1812), must earn minimum of a B %
 - % *Must be taken at the University of Pittsburgh (main campus)*
 - *See the [Dietrich School of Arts and Sciences General Education Course Catalog](#)
2. Recommended Electives:
 - Emergency Medical Technician/Lab (4 credits) (EM 1102)
3. Emergency Medical Technician (EMT) certification is required either through a course for credit or another qualified course leading to NR-EMT credential
4. Emergency Cardiac Care (ECC) certification as outlined by the BOC: <https://www.bocatec.org/athletic-trainers#ecc-providers>
5. Successful completion of 60 credits of coursework prior to admission
6. Completion of admissions application including Technical Standards for admissions document
7. Overall cumulative grade point average (GPA) and a prerequisite GPA of **2.8** or greater on a four-point scale

2.1.2 Entry Point 2: MS in AT

Students will be admitted into the MS in Athletic Training program in SHRS after the successful completion of the following prerequisites:

1. Successful completion of a Baccalaureate degree from a nationally accredited institution
2. Prerequisites coursework for admission include (prospective students must earn C or better in all prerequisite courses):

- Human Anatomy w/Lab (4 credits)
 - Human Physiology (4 credits)
 - Exercise Physiology (3 credits)
 - Introduction to Biology w/Lab (4 credits)
 - Introduction to Physics (3 credits)
 - Introduction to Chemistry w/Lab (4 credits)
 - Kinesiology or Biomechanics (3 credits)
 - Statistics (3 credits)
 - English Composition (6 credits)
 - Psychology (6 credits minimum, must include Introduction to Psychology)
 - Public Speaking (3 credits)
 - Nutrition (3 credits minimum)
3. Highly Recommended Electives:
 - Research Methods
 - Medical Terminology
 - Medical Ethics
 - Strength and Conditioning
 4. Overall cumulative grade point average (GPA) and a prerequisite GPA of 3.0 on a four-point scale
 5. Undergraduate coursework completed no longer than 10 years prior to application
 6. Emergency Medical Technician (EMT) certification is required either through a course for credit or another qualified course leading to NR-EMT credential
 7. Emergency Cardiac Care (ECC) certification as outlined by the BOC: <https://www.bocatc.org/athletic-trainers#ecc-providers>
 8. Fifty hours of clinical observation under the direct supervision of an athletic trainer with a reflection of your experience and goals within the profession of Athletic Training (see *Appendix 6.1*) ***will begin for the 2025 application cycle***
 9. Completion of admissions application including Technical Standards for admissions document
 10. Successful completion of interview (skype, phone or in person)
 11. Graduate Record Examination (GRE) may be submitted but is **not required**

2.1.3 Technical Standards for Admission

The Athletic Training Program at the University of Pittsburgh is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Program:

1. the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. the ability to record the physical examination results and a treatment plan clearly and accurately.
5. the capacity to maintain composure and continue to function well during periods of high stress.
6. the perseverance, diligence and commitment to complete the Athletic Training Program as outlined and

sequenced.

7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Program will be required to meet these technical standards with or without reasonable accommodation.

2.1.4 Transfer Student Admission Policies

Transfer students may apply for admission to the School of Health and Rehabilitation Sciences by completing the transfer application and SHRS supplemental application available through the Office of Admissions and Financial Aid at <http://www.oafa.pitt.edu/transadm.aspx>. All other admissions criteria apply for transfer students in the same way as students enrolled at the Pittsburgh campus.

Students with prior athletic training experience seeking to transfer to the University of Pittsburgh for admission to the Athletic Training Program must complete the same pre-requisite requirements as all other candidates. If admitted to the program, all students must complete University of Pittsburgh core athletic training courses. In some instances, credit may be given for other coursework taken at another institution and will be evaluated on an individual case basis.

2.2 Curriculum Sequence

The ATP is structured to provide a rigorous plan of study to include both academic and clinical education experiences. During the professional phase of their education students rotate through four clinical placements. Students acquire valuable clinical skills under the direct supervision of clinical preceptors in a variety of settings.

2.2.1 Entry Point 1: Accelerated MS in Athletic Training – Courses

Coursework for the professional Accelerated MS in Athletic Training Program is divided into two phases: Pre-Professional phase and the Professional phase. Upon admission to the Accelerated MS in AT Program, students will spend 1 year in a Pre-Professional phase of studies before entering into the Professional phase of the curriculum. The Pre-Professional phase includes undergraduate-level curriculum while the Professional phase includes graduate-level curriculum.

2.2.2 Entry Point 2: MS in Athletic Training - Courses

Coursework for the professional MS in Athletic Training Program will occur over the duration of 5 semesters (2.3 years). Students admitted via Entry Point 2 will complete one preparatory summer session (completing 1 credit of foundational coursework) prior to beginning the Professional phase.

2.2.3 Clinical Education (Professional Phase, Both Entry Points)

Athletic Training Students will complete clinical education experiences during each of the four final semesters in the Professional phase of the program. These clinical experiences are tied to the following graduate level courses:

1. ATHLTR 2801 Clinical Practicum 1
2. ATHLTR 2802 Clinical Practicum 2
3. ATHLTR 2803 Clinical Practicum 3
4. ATHLTR 2804 Clinical Practicum 4

Entry Point 1: Accelerated MS in Athletic Training (5 years)		
	60 credits from A&S (including ATHLTR 1811 & 1812), plus	60
	Pre-Professional Phase – Undergraduate Coursework	credits
fall		
REHSCI 1200/1201	Human Anatomy & Lab	4
REHSCI 1205	Human Physiology	4
NUTR 1006	Intro to Human Nutrition	3
ATHLTR 1813	Introduction to Clinical Athletic Training 1	1
REHSCI 1235	Medical Terminology	1
ATHLTR 1815	Foundations in Evaluation & Treatment	1
ATHLTR 1816	Medical Ethics	2
spring		
REHSCI 1220/1221	Kinesiology & Biomechanics & Lab	3
REHSCI 1265	Pharmacology in Rehab	3
REHSCI 1215/1216	Exercise Physiology & Lab	3
REHSCI 1000	Introduction to Research	3
ATHLTR 1814	Introduction to Clinical Athletic Training 2	1
ATHLTR 1833	Strength & Conditioning	2
	Professional Phase – Graduate Level Coursework	
fall		
ATHLTR 2801	Clinical Practicum 1	3
ATHLTR 2805	Injury/Eval 1 – Lower Extremity	4
ATHLTR 2807	Therapeutic Interventions 1	4
ATHLTR 2809	Functional Human Anatomy	2
ATHLTR 2810	Evidence Based Practice in Athletic Training	2
spring		
ATHLTR 2802	Clinical Practicum 2	3
ATHLTR 2806	Injury/Eval 2 – Upper Extremity	4
ATHLTR 2813	General Medical & Pharmacological Principles	4
ATHLTR 2808	Therapeutic Interventions 2	4
	BS in Rehabilitation Science with a concentration in Pre-Athletic Training Awarded	121
fall		
ATHLTR 2803	Clinical Practicum 3	3
ATHLTR 2815	Current Concepts in Sports Med	2
ATHLTR 2816	Administrative Aspects of AT	4
ATHLTR 2811	Graduate Research 1	3
ATHLTR 2814	Advanced Clinical Procedures	3
spring		
ATHLTR 2804	Clinical Practicum 4 - Clinically Immersive Semester	5
ATHLTR 2812	Graduate Research 2	3
ATHLTR 2817	Leadership and Professional Development	3
ATHLTR 2818	BOC Prep	1
	Graduate-level Elective	3
	Total Professional phase	60
	Accelerated MS in Athletic Training (Entry Point 1) Degree Awarded	151

Entry Point 2: MS in Athletic Training		
	Foundational Coursework	credits
<i>summer</i>		
ATHLTR 1815	<i>Foundations in Evaluation & Treatment</i>	1
	Professional Phase – Graduate Level Coursework	
<i>fall</i>		
ATHLTR 2801	<i>Clinical Practicum 1</i>	3
ATHLTR 2805	<i>Injury/Eval 1 – Lower Extremity</i>	4
ATHLTR 2807	<i>Therapeutic Interventions 1</i>	4
ATHLTR 2809	<i>Functional Human Anatomy</i>	2
ATHLTR 2810	<i>Evidence Based Practice in Athletic Training</i>	2
<i>spring</i>		
ATHLTR 2802	<i>Clinical Practicum 2</i>	3
ATHLTR 2806	<i>Injury/Eval 2 – Upper Extremity</i>	4
ATHLTR 2813	<i>General Medical & Pharmacological Principles</i>	4
ATHLTR 2808	<i>Therapeutic Interventions 2</i>	4
<i>fall</i>		
ATHLTR 2803	<i>Clinical Practicum 3</i>	3
ATHLTR 2815	<i>Current Concepts in Sports Med</i>	2
ATHLTR 2816	<i>Administrative Aspects of AT</i>	4
ATHLTR 2811	<i>Graduate Research 1</i>	3
ATHLTR 2814	<i>Advanced Clinical Procedures</i>	3
<i>spring</i>		
ATHLTR 2804	<i>Clinical Practicum 4 - Clinically Immersive Semester</i>	5
ATHLTR 2812	<i>Graduate Research 2</i>	3
ATHLTR 2817	<i>Leadership and Professional Development</i>	3
ATHLTR 2818	<i>BOC Prep</i>	1
	<i>Graduate-level Elective</i>	3
	MS in Athletic Training (Entry Point 2) Degree Awarded	61

2.3 Grading Policies

Faculty in The School of Health and Rehabilitation Sciences have the option of issuing “+” or “-” grades in evaluating student performance. The method of evaluation and grading is the prerogative of the course instructor based on the course objectives and established expectations for achievement. Students are to be apprised of the evaluation procedure by the instructor at the beginning of each course. In common courses (HRS, REHSCI), all students registered, regardless of their major area of study, must achieve the level designated by the instructor of the course.

A student’s GPA is calculated by dividing the total number of grade points earned by the total number of credits carried (exclusive of credits for courses for which the grades of S, W, G or I are given). The GPA used for the awarding of honors at the SHRS Recognition Day Ceremony will be based upon all courses taken at the University of Pittsburgh.

Letter Grading Option

The GPA is a numerical statement of the academic standing of an individual student. Each credit of work carried is awarded quality points on the following University wide basis:

Letter Grade	Grade Point Value
A+	4.000
A	4.000
A-	3.750
B+	3.250
B	3.000
B-	2.750
C+	2.250
C	2.000
C-	1.750
D+	1.250
D	1.000
D-	0.750
F	0.000

Honors/Satisfactory/Unsatisfactory Option

Certain courses are offered on the H/S/U (Honors/Satisfactory/Unsatisfactory) grade option. Under this option, students earn an H if they do exceptional work, an S if they do satisfactory work, or a U if they do unsatisfactory work (as defined by the instructor). The H and S grades received under this option are counted toward graduation but are not computed in the student’s GPA. The U grade is counted toward neither graduation nor the GPA.

2.3.1 Minimum Grades

Pre-Professional Phase

Students are required to earn a C- or better (or below an S for H/S/U courses) in all courses required in the pre-professional curriculum. Students who earn a grade below C- (or below an S for H/S/U courses) must successfully repeat that course and attain a grade of C- or better. If the student fails to earn an acceptable grade this will likely require the student to extend their program beyond the scheduled date for completion, for more information see Section 2.4 Retention & Matriculation Policy.

Professional Phase

Students are required to earn a passing grade in all graduate-level courses required in the professional curriculum. Students who earn a grade below C (or below an S for H/S/U courses) must successfully repeat that course and attain a grade of C or better (or S for H/S/U courses). If the student fails to earn an acceptable grade this will likely require the student to extend their program beyond the scheduled date for completion, for more information see Section 2.4 Retention & Matriculation Policy.

2.4 Retention & Matriculation Policy

In order to remain in good standing in the Athletic Training Program, students must:

1. complete all prerequisite requirements for admission within 1 year after matriculation (for Accelerated Route during Pre-Professional phase only)
2. maintain a cumulative GPA of 3.000 in the professional curriculum
3. demonstrate satisfactory (minimum 3/5 on Likert scale) completion of all standards associated with the clinical education components of the program
4. earn a passing grade (H or S in courses that utilize the H/S/U schema or C or better in courses that use the letter-grade schema) in all required professional courses.
5. earn a passing grade (C- or better or H/S or better) in all required pre-professional and pre-requisite courses.
6. maintain current EMT certification throughout the duration of the program
7. maintain current ECC certification as outlined by the BOC throughout the duration of the program.
8. have current liability insurance coverage (the student is automatically enrolled and maintained during when registered in practicum courses)
9. receive and pass an annual physical examination and immunization/vaccination update
10. hold individual health insurance
11. successfully complete annual bloodborne pathogens training
12. successfully complete and maintain HIPAA training every three years
13. obtain approved annual clearances for Act 34 - Criminal Record Check; Act 151-Child Abuse History Clearance and Act 71- FBI Federal Criminal History Record
14. complete the Child Abuse Recognition and Reporting online course annually
15. complete all other requisite information as needed or assigned with change

It is the onus of the student to ensure that they are compliant with all items in this Retention & Matriculation Policy during their entire time in the ATP. Failure to uphold these policies could result in the inability to progress forward in both didactic courses and clinical experiences, increasing the length of time to complete the program, and/or dismissal from the ATP.

2.4.1 Academic & Programmatic Probation and Dismissal Policy

Professional phase students who have completed at least 9 credits and whose cumulative GPA falls below a 3.000 will be placed on academic probation and/or suspension and will receive written notification of this status. At this point it is the student's responsibility to meet with their program-assigned mentor and the program director.

During academic probation, the student's clinical obligations will be altered as follows:

- Student will spend no more than 20 (but no less than 15) hours per week engaging in clinical education,
- spend no more than 4 days per week in the clinical setting, and
- meet with assigned faculty mentor on a regular basis as assigned by mentor and PD.
- Depending on the relative demands of the clinical placement and/or the student progress, the students' clinical assignment may be additionally altered or reassigned.
- These restrictions do not include pre-season or the time-period prior to classes beginning for the term.

To be removed from academic probation, the student will need to achieve a cumulative GPA of 3.000. Failure to do so by the end of the first professional year will prohibit the student from matriculating to the 5th and final year and may subject the student to recommendation for immediate dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies. Failure to earn a cumulative GPA of 3.000 by the end

of the 5th year will prohibit the student from graduating with an MS in Athletic Training and therefore will exclude the student from sitting for the BOC exam.

Students who fail to demonstrate progress toward meeting program and graduation requirements may be placed on programmatic probation or recommended for dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies. SHRS reserves the right to terminate a student at any time for academic or other reasons.

Dismissal from the program is at the discretion of the SHRS Dean. Notwithstanding the foregoing, in the event it is not mathematically possible for a student to remediate their cumulative program GPA within their next two terms of study the student may be immediately dismissed. A student may appeal their dismissal with the University of Pittsburgh Provost office.

2.4.2 Programmatic Disciplinary Action Procedures

A student who is found to be in violation of any of the policies contained within this Policies and Procedures Manual will be subject to immediate disciplinary action. Violation of the Guidelines on Academic Integrity fall outside of the scope of these actions and will be dealt with according to university mandated procedures. The ATP Student Infraction Form will be used to communicate and document any infraction and disciplinary actions (see *Appendix 6.3*).

Disciplinary action will be taken as follows:

1. ***First Incident:***

- A written warning will be issued, the written warning should include:
 - Identification of the violation
 - How the violation needs to be addressed
 - Deadline, which if not met will result in programmatic probation
 - Scheduled meeting with PD and/or Faculty member

2. ***Second Incident or failure to address First Incident:***

- A written report placed in ATS permanent record; report should include:
 - Identification of the violation or acknowledgment that First Incident is unresolved
 - Acknowledgment that student is no longer in Good Standing and is being placed on Probation
 - Requirements and deadlines to be removed from Probation
 - Warning that failure to meet these requirements by the listed deadlines will result in dismissal from the ATP.
 - Scheduled meeting with PD and/or Faculty member

3. ***Third Incident or failure to address Second Incident:***

- Dismissal from the ATP
 - Notation placed in student permanent record
 - Report made to appropriate Departmental and School administrator(s)
 - Scheduled meeting with PD and/or Faculty member

2.4.3 Grievance Procedures

A student who has been subject to disciplinary action has the right to appeal any decision made. Any grievance concerning their experience within the ATP should be addressed through the appropriate chain of command. For grievances within clinical education experiences that cannot be resolved with the preceptor please contact the Clinical Education Coordinator. For grievances within the didactic education that cannot be resolved with the instructor please contact the Program Director. Students seeking additional support please seek out the Ombudsperson.

Ombudsperson

The Ombudsperson is a person who handles complaints, serves as a mediator, and a spokesperson for the rights of a particular individual or group. The Ombudsperson in the School of Health and Rehabilitation Sciences (SHRS) will be a neutral contact person (Nonfaculty) for students with whom they can engage in informal discussions to express

concerns about conflicts and other issues that may arise during the course of their education that they believe are difficult to address with their academic department. The Ombudsperson for SHRS is Kellie Beach, Director of Student Services, and Registrar. To find out more information on her role for SHRS, click on this link for SHRS Ombudsperson or, if you would like to meet with her, please email her at kbeach@pitt.edu to make an appointment.

2.4.4 Reinstatement

Under special conditions, undergraduate students (Pre-Professional phase) may be granted one leave of absence. All requests for a leave of absence should be put in writing to the Associate Dean for Undergraduate Studies. The length and rationale for the leave of absence must be approved by the Associate Dean. If approved, the time of the leave shall not count against the total time allowed for the degree (Statute of Limitations) being sought by the student. The leave of absence instructions and form can be found at <https://www.shrs.pitt.edu/student-life/forms>

Under special conditions, graduate students (Professional phase) may be granted one leave of absence. A maximum leave of one year may be granted to master's students. All requests for a Leave of Absence should be put in writing to the Associate Dean of Graduate Studies. To request of leave of absence, you must complete the "Request of Leave of Absence from a Graduate Program" form which can be found on the SHRS website under current students/forms. This form must be submitted to Student Services for approval. *Note: If the reason for your leave is medical in nature, a formal note from a physician must be included with this form.*

The length and rationale for the leave of absence must be approved by the appropriate Associate Dean. If approved, the time of the leave shall not count against the total time allowed for the degree (statute of limitations) being sought by the student.

2.5 Academic Integrity

Students have the responsibility to be honest and to conduct themselves in an ethical manner while pursuing academic studies. Students have the right to be treated by faculty in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those recognized within the profession). Should a student be accused of a breach of academic integrity or have questions regarding faculty responsibilities, procedural safeguards including provisions of due process have been designed to protect student rights. These may be found in the new [SHRS Guidelines on Academic Integrity](#).

As per the SHRS Academic Integrity Policy:

A student has an obligation to exhibit honesty and to respect the ethical standards of the profession in carrying out their academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if they:

1. Refers during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member.
2. Provides assistance during an academic evaluation to another person in a manner not authorized by the faculty member.
3. Receives assistance during an academic evaluation from another person in a manner not authorized by the faculty member.
4. Engages in unauthorized possession, buying, selling, obtaining, or use of a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
5. Acts as a substitute for another person in any academic evaluation process.
6. Utilizes a substitute in any academic evaluation proceeding.
7. Practices any form of deceit in an academic evaluation proceeding.
8. Depends on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
9. Provides aid to another person, knowing such aid is expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
10. Presents one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.

11. Submits the work of another person in a manner which represents the work to be one's own.
12. Knowingly permits one's work to be submitted by another person without the faculty member's authorization.
13. Attempts to influence or change one's academic evaluation or record for reasons other than achievement or merit.
14. Indulges, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the faculty member or fellow students.
15. Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to a fellow student.

Sanctions for violation of SHRS Academic Integrity may include:

1. Dismissal from the University without expectation of readmission.
2. Suspension from the University for a specific period of time.
3. Reduction in grade, or assignment of a failing grade, in the course in which the offending paper or examination was submitted.
4. Reduction in grade, or assignment of a failing grade, on the paper or examination in which the offense occurred.
5. SHRS can add other sanctions approved by the Dean and the Provost.

2.6 Degree Requirements

Students enrolled in the Accelerated BS-MS Athletic Training degree program (Entry Point 1) will complete the requirements for bachelor's degree in Rehabilitation Science (concentration in Pre-Athletic Training) at the completion of the second year in the program.

A candidate for a Baccalaureate degree from the School of Health and Rehabilitation Sciences must satisfactorily complete a minimum of thirty (30) credits while registered in the School and must have completed the requirements for the program in which he/she is enrolled. The student's advisor must approve these credits. To qualify for graduation, students must have successfully completed all courses and other degree requirements, and a Plan of Studies must be on file in the Office of Student Services.

No student can graduate with any outstanding D, F, G, or I grade in a required course. No student will be permitted to graduate who has not resolved all financial obligations with the University. An Application for Graduation must be filed in the Office of Student Services at the time of registration for the term in which the student expects to complete all requirements for graduation. Students should refer to the SHRS Academic Calendar for specific dates concerning the Application for Graduation. Students must be registered for a minimum of one (1) credit in the term/session in which s/he plans to graduate.

A baccalaureate degree student attaining an outstanding scholastic record will graduate with university honors if a minimum of 60 letter-graded credits has been earned at the University of Pittsburgh. The GPA used for the awarding of honors at graduation will be calculated as a composite of courses taken at the University of Pittsburgh and counting toward completion of the degree. The following recognition of academic standing with honors applies:

<i>Cum Laude</i>	3.25 - 3.49
<i>Magna Cum Laude</i>	3.50 - 3.74
<i>Summa Cum Laude</i>	3.75 - 4.00

Students enrolled in the graduate portion or Entry Point 2 of the MS in Athletic Training degree program will complete the requirements for Master's degree in Athletic Training at the completion of the final year in the program (Entry Point 1) or second year in the program (Entry Point 2).

Candidates for a Master's degree from the School of Health and Rehabilitation Sciences must:

1. be considered an "active student" at time of graduation; s/he must have been registered for at least one credit at the University of Pittsburgh within the last three terms or sessions.
2. not enroll in courses outside the University of Pittsburgh in the semester they are graduating.

3. satisfactory complete of required credits.
4. earn a Minimum cumulative GPA 3.000.
5. complete of all requirements for the program in which student has enrolled.
6. not have outstanding D, F, G or I grade in a required course.
7. have updated and approved Plan of Study with their academic advisor.
8. complete an application for graduation based on the deadlines determined for that term.
9. not have outstanding financial obligations to the University.

**students with outstanding financial obligations are not eligible to receive the diploma, official academic transcripts, or any certification of completion of the academic program*

2.7 Athletic Training Faculty and Staff Roles and Expectations

The faculty of the ATP is in position to provide oversight of the academic and clinical components of the program, to provide support to preceptors and to facilitate and foster a meaningful and valuable learning experience for the ATS, all with the goal in mind of maintaining the level of excellence that has come to be expected for the program by those stakeholders who are engaged in the delivery of quality academic and clinical education programming. To this end, the following expectations are delineated as described below.

1. Program Director (PD)
 - The PD is responsible for overseeing all academic and clinical components of the ATP to include:
 - responsibility to uphold all policies and procedures of the University, School of Health and Rehabilitation Sciences and Committee on Accreditation of Athletic Training Education (CAATE) to ensure compliance with and adherence to continuing accreditation requirements
 - management of the operation, coordination, evaluation and supervision of all aspects of the ATP
 - maintenance of regular communication with faculty, preceptors, ATS, administrators and alumni to ensure transparency in the functioning of the program, compliance with necessary policies and procedures and an overall commitment to the best interests of the program
 - intervening when necessary to address identified departures from published policies and procedures

2. Clinical Education Coordinator (CEC)
 - The CEC is responsible for the coordination, facilitation, administration, monitoring, and regular on-going communication of clinical education activities on behalf of the program and in coordination with the academic and clinical faculty to include:
 - developing, monitoring, and refining the clinical education component of the program
 - ensuring quality learning experiences for ATS during clinical education
 - evaluating ATS performance and ability to integrate didactic and clinical learning experiences
 - educating ATS, preceptors, clinical and academic faculty about clinical education
 - ensuring the clinical learning environment demonstrates characteristics of sound patient management, professional behavior, and relevance with the best practices in the profession of athletic training
 - providing documented assessment of the clinical education component of the ATP
 - maintaining regular and on-going communication with PD, preceptors and ATS
 - contacting the preceptor by phone or in-person to review ATS progress and performance and to ensure the ATS is being appropriately supervised
 - completing one clinical site visit per academic year per site

3. Faculty Mentors

- A faculty mentor will be assigned to each student enrolled in the Athletic Training Program (both professional phase and pre-professional phase). Faculty mentors are responsible for the following:
 - meet with ATS mentees at minimum of once per semester
 - engage ATS mentees in discussions concerning the status of their academic courses, clinical assignments and professional goals.
 - provide resources for ATS mentees
 - participation/involvement in correspondence in any academic and/or programmatic probation to ensure that ATS mentee has resources needed to advance towards removal from probation status.

4. Academic Advising

- Academic advising will be provided through the Center for Academic Advising and Student Success (6th floor of Forbes Tower). Tiwanda Taylor is the assigned academic advisor for the students in both the pre-professional and professional phases of the ATP. Students will meet with Tiwanda at minimum one time per semester. The Center for Academic Advising and Student Success seeks to empower students through guidance and advisement on all academic matters including:
 - Plans of Study (POS) development and adjustments
 - course enrollment
 - graduation application and fulfillment
 - transfer credits

2.7.1 Student Confidentiality/FERPA

The confidentiality for every student within the ATP is to be maintained by all faculty and staff consistent with the University's FERPA Policy and procedure. For more information please visit:

<https://www.registrar.pitt.edu/students/ferpa>

The Family Education Rights and Privacy Act of 1974 (FERPA), as amended, is federal legislation that prohibits the disclosure of personal education records about a student unless the University has certified proof that the individual making the inquiry is a legal guardian, and that the student is financially dependent upon that individual. Exceptions do exist in the event of a health or safety emergency.

3.0 Clinical Education

Students enrolled in the Athletic Training Program will be required to complete four assigned clinical education experiences in the final two years of the program in order to satisfy requirements for graduation from the University of Pittsburgh. Clinical education experiences will provide the student with direct, hands-on patient care opportunities to allow for the application of information and skills learned in the didactic portion of the program, under the direct supervision of trained clinical preceptors at the University of Pittsburgh and/or affiliated clinical sites. Many of these assigned sites will include interprofessional education and collaborative care while immersed within the sports medicine team. Clinical education assignments will be determined to ensure students have the opportunity to gain experience with a variety of different patient/ client populations throughout their lifespan, including socioeconomic status, and will take into account: gender, varying levels of risk, protective equipment (to minimally include helmets and shoulder pads), and medical experiences that address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for an athletic trainer in the profession. One of the four assigned clinical education experiences will meet the requirements of an immersive experience, designed to deliver the totality of care provided by an athletic trainer. Students will be evaluated on a planned and regular basis during each of the four clinical education experiences to determine appropriate professional development and acquisition of clinical competency. These evaluations will form the basis for the grade received in each of the four Practicum courses throughout the curriculum. Course

syllabi for each of the Practicum courses will provide greater detail with respect to the objective criteria that determine a student's grade in each course.

3.1 Philosophy of Clinical Education Experiences

The overriding philosophy of the clinical education experiences within the ATP is that these are educational in nature, allowing for increasing amounts of clinically supervised responsibility of the ATS leading to autonomous practice upon graduation. The clinical education plan must reinforce the sequence of formal instruction and provide the ATS with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop as an Athletic Trainer.

3.3 Preceptor Roles and Expectations

The preceptor plays an integral role in the successful and comprehensive education of the ATS. In order to meet the mission and goals of the ATP, preceptors and faculty must work in concert with one another to establish high standards for the successful matriculation of the ATS and to ensure the continued level of excellence of the ATP. To this end, the following constitute the anticipated roles and minimal expectations of each preceptor during the clinical education experience component of the ATP including:

1. Preceptors shall provide learning experiences to students enrolled in the ATP. The number of students, their level of experience within the ATP and the scheduling of their education at the placement site shall be determined by mutual agreement between the preceptor and ATP clinical education coordinator.
1. Clinical education site shall provide learning experiences under the direct supervision of qualified personnel who meet the experience standards of recognized professional accrediting agencies or state agencies and the stated objectives of the educational program.
2. Clinical education site shall, in its patient units, clinics, laboratories, classrooms and other selected departments, provide opportunities for observations and practical experience, conducive to the learning process of the student and to the meeting of the stated learning objectives.
3. Preceptors shall provide orientation of the appropriate policies and procedures of the placement site, and where appropriate, to the needs of individuals and/or groups with which they will be working.
4. Clinical education site shall provide available time, when possible, to field instructors for attending clinical supervisory meetings and conferences called by the University as part of the educational program.
5. Clinical education site shall provide, whenever necessary, available conference rooms, dressing rooms, and locker space for university students participating in the educational program.
6. Clinical education site shall require the University to withdraw a program student if: (1) the achievement, progress, adjustment or health of the student does not warrant continuation at Placement Site, or (2) the behavior of the student fails to conform to the applicable regulations of placement site. Placement site reserves the right, to exclude any student from its premises if such student's conduct or state of health is deemed objectionable or detrimental to the proper administration of placement site.
7. There is an expectation that clinical preceptors will model professional behaviors for ATS by upholding the same principles for conduct that are expected of students.
8. 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
 - Contemporary expertise in the field of Athletic Training

3.3.2 Clinical Orientation

Clinical Preceptors are expected to provide ATS with an appropriate orientation to the new clinical experience/ setting each semester, as documented in ATrack. The composition of the orientation should minimally include, but is not limited to:

1. Goals and objectives for clinical education experience
2. Review roles and expectations of ATS
3. Delineate start and end dates for clinical education experience
4. Discuss expectations for attendance, punctuality, requests for excuse from clinical experience, personal appearance
5. Discuss clinical education hours (min./max.); ATS must have one day off per seven-day period
6. Emphasis that clinical education occurs in the form of a healthcare experience
7. An introduction to the coaching staff(s) of the team(s) with whom the ATS will be interacting
8. Review findings from therapeutic modalities modules (*prior to first year students' initial clinical experience only*)
9. Review pertinent policies
 - confidentiality, HIPAA/FERPA
 - blood borne pathogens exposure plan
 - active killer response and facility guidelines
 - communicable diseases
 - emergency action plans (including new PA legislation for high schools)
 - timelines for performance and clinical proficiency evaluations
 - logging clinical education hours
 - documentation
 - appropriate communication and interaction with
 - AT staff
 - student-athletes/patients
 - coaching staff
 - team physicians
 - administrators
10. Complete orientation with ATS and sign indicating each of the items have been adequately discussed and agreed upon.

3.3.3 Communication

Regular communication between the preceptor and the ATS is critical.

1. Preceptors provide formal (and informal) instruction and evaluation of clinical standards in the clinical education setting through direct supervision of ATS.
2. Preceptors should provide the ATS with ongoing feedback that is objective, non-confrontational, truthful, unbiased, and tactful.
3. Preceptors are responsible for the final evaluation of clinical standards. The ATS will perform the clinical standard in the presence of the preceptor through a one-on-one meeting with direct supervision. While only one ATS may be evaluated at a time, others may be present, especially in an injury situation. As often as possible, clinical standard assessments should be performed on real patients; however, it is difficult to estimate what type of injuries will occur and when, so more often, clinical standards will be assessed in a mock situation that is directed by the preceptor. If an ATS has been evaluated in a mock setting and a real injury occurs sometime later, it would be prudent to challenge the ATS again using the real injury. Clinical standards assessments can occur at any time in the clinical experience; however, ATSs have been instructed to provide prior notification to the preceptor so that the preceptor can make arrangements to secure the necessary time without interruption.

3.3.4 Student Supervision

1. Students are to be directly supervised at all times
 - students must always be directly supervised by a preceptor during the delivery of athletic training services
 - The clinical preceptor must be onsite and have the ability to intervene on behalf of the ATS and the patient
 - In the event an ATS is not being directly supervised, the student will be instructed to notify the preceptor and remove themselves from the clinical education setting until such time that appropriate supervision can be provided
2. Preceptors are expected to act in a timely manner to provide responses to requested material.

- Completion of mid-semester and end of the semester evaluations (see *Appendix 6.2*) of each ATS as assigned
 - specific due dates announced each semester via email notices and through ATrack
 - Clinical performance evaluations may vary depending on the student's level in the ATP; these evaluation forms will be made available via ATrack
 - Validation of ATS hours logs and submission of completed clinical standards in ATrack
 - In addition to the formal evaluations, clinical preceptors are expected to provide continuous informal feedback to the ATS
 - Errors or inappropriate actions should be addressed immediately
 - Preceptors should also praise good performance, so as not to appear to focus solely on negative actions or behaviors
3. Preceptors are expected to participate, when necessary, in planned preceptor workshops.
 4. Preceptors are expected to provide necessary documentation as requested by CAATE to demonstrate continuous compliance with eligibility to fulfill the role of a preceptor (i.e., BOC certification, state license credential)

3.4 Athletic Training Student (ATS) Roles and Expectations

As a student in the University of Pittsburgh ATP, there is an expectation that every effort will be put forward to maximize the learning experience and perpetuate the level of professionalism that has been a hallmark for the program for more than 30 years. To accomplish this, the ATS should work closely and communicate regularly with the preceptor and ATP faculty to ensure the following guidelines are being addressed and followed.

The ATS is expected to:

1. Comply with all ATP academic and clinical education policies and procedures
2. Comply with all clinical site policies and procedures
3. Be honest and forthright in all endeavors
4. Present themselves in a professional manner at all times to include:
 - *Appearance*: the ability to present oneself in the clinical setting being well-groomed, having good personal hygiene and dressed according to the ATP dress code
 - *Altruism*: the ability to, above all else, recognize the needs of the patient and provide the best possible patient services
 - *Pursuit of excellence*: the ability to self-assess, self-correct; identify needs and sources of learning; continually seek new knowledge and understanding
 - *Team Approach*: the ability to interact effectively with patients, families, preceptors, health professionals and administration
 - *Communication*: the ability to communicate effectively (speaking, listening, writing, body language) to patients, health professionals, preceptors, administration and faculty
 - *Cultural Competence and Respect*: the ability to recognize, communicate and deal effectively with an ethnically diverse population
 - *Use of Constructive Feedback*: the ability to seek out and effectively use feedback for improving personal interaction and professional skills
 - *Professional Boundaries and Interactions*: the ability to maintain mutually understood, unspoken, physical and emotional limits of the patient-clinician relationship and foster respectful relationships with patients, preceptors, coaches and administrators
 - *Professionalism*: the ability to represent the profession of athletic training effectively; to always exhibit appropriate professional conduct expected of the AT profession and in accordance with the NATA Code of Ethics (see *Appendix 6.4*), PATS Code of Ethics (see *Appendix 6.5*), PA Rules & Regulation for Practicing of Athletic Training (see *Appendix 6.6*) and the BOC Standards of Practice (see *Appendix 6.7*)
5. Complete and provide documentation of the equivalent of ECC certification and EMT certification before working with patients
 - Contact the clinical site to obtain scheduling information in advance of the clinical experience
 - Notify the clinical education coordinator and clinical preceptor of any changes in contact information and/or clinical schedule

6. Respond in a timely manner to requested materials such as:
 - background checks
 - vaccination requirements & physical examination
 - clinical hours logged on ATrack
 - clinical standards
 - mid-semester self-evaluations
 - curriculum & school evaluations/ surveys, including OMETS
7. Discuss any problems or concerns related to clinical rotation with the clinical education coordinator and/or clinical preceptor in a timely manner
8. Attend class and clinical rotations as described in the stated policies

3.4.1 Pre-professional Student Observers

Pre-professional student observers are students who enrolled in the pre-professional phase of the Accelerated MS in Athletic Training Curriculum. Prior to observation hours, students must have completed the following: Physical examination, Pitt online bloodborne pathogens training certificate, current CPR card (signed), copy of health insurance card, FBI clearance, child abuse history, criminal background, Pitt online- recognize and report child abuse in PA, SHRS agreement to participate in clinical education, SHRS release of information agreement, copy of EMT card, HIPAA certification, Covid-19 vaccination card, & influenza vaccination. Upon successful submission and completion of the previously mentioned requirements, on-campus observation hours will be on an assignment basis. It is the student observer's responsibility to contact the supervisor listed for each timed rotation to arrange for their observations. All observation hours must be completed prior to the last day of classes in the spring term.

While observing athletic trainers, student observers are required to dress in accordance with the dress-code policy described above and wear their university-issued student observer name badge. Professional appearance and conduct is an expectation during all student observations. Students are to be engaged in the observation hours, participating when appropriate and are prohibited from personal use of mobile or electronic devices. If, at any time, a student observer is in violation of these rules, or is behaving in a manner that is unbecoming of the University of Pittsburgh's Athletic Training Program, the supervising athletic trainer should send the student observer home and not sign-off on their observation hours for that day.

3.5 Supplemental Clinical Experience (Varied Client/Patient Population)

The objective of this experience is to allow students opportunities to practice and observe the treatment of non-sport patient populations throughout the life spectrum under the supervision of a variety of health care practitioners that include, but are not limited to physicians, physician assistants, radiology technicians, medical assistants, registered nurses, dieticians and psychologists.

ATS expectations for the supplemental clinical experience:

- Students are expected to report to the assigned site no later than 10 minutes prior to the scheduled time. Rotations are typically scheduled from 1:00 pm - 5:00 pm for Monday to Friday clinic times
- Students are always expected to present a professional image when representing the ATP, the School of Health and Rehabilitation Sciences and the University of Pittsburgh. Appearance guidelines are written to promote a positive public image of the athletic training profession and to ensure infection control and safety. The dress for the UPMC Sports Medicine Physician Clinic is that of the Pitt Injury Clinic; please reference the Dress Code section of the manual.
- During this experience, standard assessment will be performed by an assigned preceptor within the facility

3.6 Clinical Education Requirements

Prior to the beginning of each year's fall clinical rotation, each ATS must comply with the following clinical education requirements. If an ATS has not completed **ALL** of these requirements, they will be withheld from their clinical rotation until such time that the requirements have been fulfilled and are subject to disciplinary action, see Section 2.4.2. All the following requirements are due and must be submitted in ATrack by **July 15th**:

3.6.1 Background Checks

All ATS must complete the following clearances yearly:

1. Act 34 of 1985 (Criminal Record Check through the PA State Police)
2. Act 33 of 1994 (Child Abuse History Clearance, PA Department of Human Services)
3. Act 71 of 2006 (FBI Federal Criminal History Record, PA Department of Human Services)
 - background checks shall be no more than one-year-old at the time of interaction and must be completed prior to beginning the clinical rotation
 - students are required to provide the clinical site with an original of each of the above clearances on the first day of the clinical assignment. Students are also required to provide the ATP with a copy of each clearance and are encouraged to retain a copy for their own personal records

3.6.2 Bloodborne Pathogens Training

All ATS are required to complete the OSHA - Bloodborne Pathogens Training program offered by the Office of Environmental Health and Safety on an annual basis. This requirement is to be completed through the Health Sciences Portal and proof of completion must be submitted at the earliest possible time prior to the beginning of the student's first clinical experience each academic year. Updates certificates of completion can be found in each ATS personal file. A detailed post-exposure plan that is consistent with the federal standards and approved by appropriate institutional personnel must be provided to students along with access to appropriate universal precautions and protective equipment. (i.e., hand washing stations, latex gloves, face masks, eye shields). Access to BBP Training: <http://cme.hs.pitt.edu> .

3.6.3 Child Abuse Recognition and Reporting Online Course

All ATSs are required to annually complete the Child Abuse Recognition and Reporting Online Course found on www.my.pitt.edu .

3.6.4 CPR (ECC) and EMT Certifications

All students are required to maintain emergency cardiac care (ECC) and EMT certifications throughout the course of their enrollment in the ATP. For more information see the BOC site at: <https://www.bocatc.org/athletic-trainers#ecc-providers> .

3.6.5 HIPAA Training

All students, faculty and staff associated with the ATP must complete the *UPMC Information Privacy and Security Awareness Training for Students, Trainees, Health Professionals and Other Individuals Who Are NOT UPMC Employees* module prior to initiating any clinical practice in accordance with the Health Sciences at the University of Pittsburgh. Updated certificates of completion can be found in each ATS personal file. Access to HIPAA Training: <http://cme.hs.pitt.edu>

3.6.6 Clinical Hours Requirements

1. Each clinical education experience is approximately 15 weeks in length
2. All students should be prepared to report to clinical as early as August 1st
3. Clinical education should be confined to a minimum of 15 hours and a maximum of 30 hours per week, with the exception of the defined immersive experience.
 - This minimum and maximum hour requirement will allow for time and attention for concurrent didactic coursework.
4. ATSs must be given a minimum of one (1) day off in every seven (7) day period
 - all ATS clinical hours will be logged by the ATS and approved by the preceptor via ATrack
 - only time spent carrying out supervised athletic training responsibilities should be included in the daily hours' log
 - time allotted for team or position meetings should not be counted unless ATSs are engaged in athletic training related activities (i.e., in-services, cleaning, etc.)
 - time spent in travel or at hotels should not be included in the daily log unless care is being administered
 - time spent in the athletic training facility voluntarily or when not assigned by the preceptor should also not be counted in the daily log

- ATs will have a three-day window to submit each day's hours; after the three-day window closes, students will no longer be able to submit hours via ATrack for that day
 - ATs are encouraged to log hours daily to avoid any discrepancies or inaccuracies in their hour logs
5. Clinical education hours will be monitored by the CEC throughout the term
 - ATs are not to act as a replacement for professional athletic training staff or medical personnel

3.6.6.1 Immersive Experience Hour Requirements

1. The designated clinically immersive experience will be a practice-intensive experience allowing students to experience the totality of care provided by athletic trainers in the respective environment and not fall under the hour limitations established for traditional clinical assignments.
 - Clinical education hours during the immersive experience are based on the needs of the assigned clinical rotation.
2. Each immersive clinical experience is a min. of 6 weeks in length
 - During the immersive experience, didactic curriculum will be minimized and delivered online asynchronously to ensure that course work does not impede the clinical experience.
3. All students should be prepared to report to clinical as early as January 1st
4. ATs must be given a minimum of one (1) day off in every (7) day period
 - all ATs clinical hours will be logged by the ATs and approved by the preceptor via ATrack
 - only time spent carrying out supervised athletic training responsibilities should be included in the daily hours' log.
 - time allotted for team or position meetings should not be counted unless ATs are engaged in athletic training related activities (i.e., in-services, cleaning, etc.)
 - time spent in travel or at hotels should not be included in the daily log at any time unless care is being administered.
 - ATs will have a three-day window to submit each day's hours; after the three-day window closes, students will no longer be able to submit hours via ATrack for that day.
 - ATs are encouraged to log hours daily to avoid any discrepancies or inaccuracies in their hour logs
5. Clinical education hours will be monitored by the CEC throughout the term.
 - ATs are not to act as a replacement for professional athletic training staff or medical personnel.

3.7 Clinical Standards

Clinical Standards represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. In the CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs, the clinical standards have been reorganized to reflect their global nature. For example, therapeutic interventions do not occur in isolation from physical assessment.

In most cases, assessment of the clinical standards should occur when the student is engaged in real client/patient care and may be necessarily assessed over multiple interactions with the same client/patient. However, in other cases assessments may require simulated scenarios, as certain circumstances may occur rarely but are nevertheless important to the well-prepared practitioner.

Evaluation of clinical standards will be documented through ATrack, a database that will serve to manage each student's standards scores, clinical hours and clinical evaluations. Students and Preceptors can access ATrack via the following link: www.ATRackonline.com. Only Preceptors have the authority to evaluate a student's performance on clinical standards.

It is each student's responsibility to initiate the completion of their clinical standards throughout the term. Once a clinical standard is attempted, the Preceptor will score and comment on the student's performance during the assessment. The score given will indicate whether the student has successfully completed the clinical standard. Students are required to successfully complete 1/3 of their clinical standards at intervals throughout the semester. The clinical education coordinator will verify the successful completion of each 1/3 at three points during each semester. Failure to comply with these deadlines will result in a lowering of the student's clinical practicum grade.

3.7.1 Clinical Skills Instruction and Assessment

Students must be formally instructed and assessed on athletic training skills prior to performing those skills on patients. To facilitate progressive autonomy, all skills including but not limited to, modalities, evaluation, and therapeutic exercise will be instructed, practiced and assessed. During the clinical site orientation (Appendix G), preceptors should review the modalities modules and the specific modalities that the student will be exposed to under their supervision.

3.8 Emergency Action Plan (EAP)

All sites must have a venue-specific written Emergency Action Plan (EAP) that is based on well-established national standards or institutional offices charged with institution-wide safety. Students must undergo site specific training and review of the EAP prior to beginning patient care at that site. Students should have immediate and continual access to the EAP.

3.9 University Holidays and Breaks

It is understood that there may be times when ATSs are scheduled to participate in clinical education over a holiday or scheduled University break, return to campus before classes begin or remain after classes end. Every effort should be made by the preceptor to communicate these expectations to the ATS in a timely manner. This process is recommended during the orientation of the ATS at the start of each clinical education experience. During such times and to the extent possible, it will be the responsibility of the clinical component of the program to provide the ATS with housing and per diem as necessary.

3.10 Religious Observances

If you have religious observances that may conflict with the course schedule, course activities and/or clinical responsibilities it is essential that you bring this to the attention of your instructor(s), preceptor(s), and advisor(s) early in the semester. In the case of conflicts, the student and those involved will meet to determine and create a reasonable arrangement for meeting the course/clinical expectations.

3.11 Liability Insurance

All students are required to carry liability insurance during terms or sessions enrolled in practical or clinical education experiences. This liability insurance provides coverage for all assigned clinical experiences, both on and off-campus. This policy does not provide coverage for any non-assigned or non-sanctioned events that the students choose to work as a first responder (i.e., summer sports camps, WPIAL events not a part of the clinical assignment, etc.). Liability Insurance is provided by the University's medical liability insurance plan at no additional cost to the student. The SHRS Office of Student Services will provide verification of coverage to the Department and student upon request. Students must be enrolled in courses for Liability Insurance to be valid.

3.12 Personal Health Insurance

All students in the School of Health and Rehabilitation Sciences will be required to show proof of current coverage for personal health insurance including costs of treatment and follow-up of exposure to blood borne pathogens. Please note that mandatory payment of the Student Health Service fee does not constitute health insurance coverage as required by the school.

3.13 Physical Examinations/Immunizations

All students must arrange to undergo a complete medical (physical) examination by an appropriately licensed health care practitioner annually. Students must present, to the ATP, verification that a current medical exam was performed within twelve (12) months of the start of the clinical education experience. Such proof must be submitted prior to the first scheduled day of the clinical assignment. All original documents will be stored in the

student's permanent file located in the Department of Sports Medicine and Nutrition. In addition, prior to the initiation of the clinical experience, student must:

- Provide proof of titer and/or immunization against measles, mumps, rubella, diphtheria, tetanus and polio
- Provide proof of Hepatitis B inoculations, or begun scheduling series immediately
- Provide proof of a single PPD (Mantoux) test for tuberculosis current within three (3) months
- Provide proof of COVID-19 vaccination
- Provide proof of Influenza vaccination

3.14 Student Injuries

If an ATS is injured while participating in clinical education, he/she should seek immediate attention as needed. Their preceptor AND the CEC should be informed about the event as soon as possible for injuries which require medical referral and/or which impact his/her ability to perform in the clinical setting as an ATS. It is University policy that injuries which occur within the context of University of Pittsburgh educational activities be reported to the chair of the Department and to other required University offices. An Incident Report Form should be completed for any injury to an ATS which occurs in the clinical setting (see Appendix C for Incident Report Form). The forms are located and housed within ATrack (www.atrackonline.com)

3.15 Transportation Costs to Clinical Sites

Students are required to provide their own transportation to and from the off-campus clinical education sites. All costs incurred as a part of the clinical education experience are the responsibility of the ATS. Please be advised that some clinical sites are not accessible by public transportation. See "Additional Costs" under Program Policies.

4.0 Program Policies

As emerging healthcare practitioners, it is critical for students to earn the professional respect of patients, peers, and supervisors. This respect is key to earning a patient's confidence, to developing professional rapport with physicians, athletic training faculty and staff, peers and coaches, to obtaining recommendations that lead to graduate school and employment opportunities, and to one's ultimate professional success. Gaining such respect may be accomplished by being personally responsible for your conduct in the classroom, during the clinical experience, and in your personal life. All of these are interrelated and will equally influence people's impressions of and respect for you as a student, a peer and a healthcare provider. It is impossible to earn this respect without first demonstrating the high degree of personal responsibility and self-sacrifice that goes with being in a profession that puts the well-being of others as its highest priority.

All students must understand that conduct or misrepresentation which threatens the credibility or integrity of the Athletic Training Program cannot and will not be tolerated. Whether representing the University of Pittsburgh (or affiliated setting) and this program in an official manner or in dealings with others in various settings and/or forms of communication or media, it is the responsibility of everyone associated with the program to conduct oneself with integrity and discretion. Failure to meet these expectations will immediately and negatively impact one's standing in the Athletic Training Program.

The following policies represent important considerations for all who are engaged in the clinical education process of the ATP. It is expected that all parties will adhere to these policies and it is understood that an ATS who is found in violation of any of the policies listed below will face reprimand which may negatively impact their academic standing and/or position in the ATP.

4.1 Additional Costs

The following includes a list of items that will (may) be a component of a student's academic and clinical education experience. In all cases it is the responsibility of the student to pay these additional costs:

1. Textbooks, etc. – varies

2. Clinical Attire – limited amounts of branded apparel will be provided to each student at no cost. Purchasing additional clinical attire will be the financial responsibility of each student. Costs will vary.
3. Physical Examination/Health Insurance/ Vaccinations - varies
4. Transportation to Off-Campus Affiliated Settings
 - Off-Campus sites are within 25 mi of Oakland campus
 - Approximate cost for travel to off-campus sites – (\$550)
 - Cost calculated based on estimated vehicle mileage x estimated gas rate for 5 days per week x 15 weeks
5. Background Checks
 - PA Criminal Records Check - (\$22.00)
 - PA Child Abuse History Clearance - (\$13.00)
 - FBI Federal Criminal History Record (Dept of Human Services) - (\$22.60)
6. ATSA Student Membership dues – (\$20.00)
7. BOC Certification Exam Application/Registration Fees – (\$450.00)
 - First time and retake candidates testing outside the United States or Canada – (\$375 exam fee + \$75 application fee (with NATA student membership discount))
 - *Additional international fees may also apply for international students*
8. Pre-professional phase – (\$150.00)
 - NATA Membership, ATrack Membership, Lab Supplies
9. Year 1 Professional Phase – (\$150.00)
 - NATA Membership, ATrack Membership, Lab Supplies
10. Year 2 Professional Phase – (\$150.00)
 - NATA Membership, ATrack Membership, Lab Supplies

4.2 Health and Safety Statement

It is extremely important that all students abide by public health regulations and University of Pittsburgh health standards and guidelines. In the event that the University issues requirements surrounding the health and safety of students, faculty and staff, it is imperative that these regulations are followed during all aspects of your time here at Pitt (class, clinical and socially). Failure to comply with University requirements will result in you not being permitted to attend class in person and could result in a Student Conduct violation.

4.3 Alcohol and Drug Use Policy

The ATP will abide by all state and federal regulations related to the use of drugs and alcohol and Athletic Training Students will be held to the same level of accountability. Evidence of behavior that is deemed related to being under the influence of alcohol or drug use and which impacts a students' academic or clinical performance, or which casts the Athletic Training Program in a negative light will be dealt with immediately according to the SHRS Impaired Student Policy and may result in disciplinary action. See [SHRS Impaired Student Policy](#) for more details.

4.4 Cell Phone/Smart Phone Usage Policy

Cell phones and other forms of electronic communication and media (i.e., text messaging) are prohibited in all classrooms while a class is in session. Please make certain these devices are set to silent mode during designated class times. Additionally, if cell phones are to be used as a means of communication while in the clinical setting, such use is limited to official purposes only. Personal calls and text messages are not to be made or accepted during times when students are functioning in the clinical setting. If a need arises to use your device for a personal reason, please communicate this need to the preceptor or faculty.

4.5 Class Attendance Policy

Class attendance is mandatory for all ATs. All students are expected to be present and on time for all academic and clinically related activities. As a rule, students are not to miss classes, lab sessions, or educational meetings to fulfill their clinical assignments. However, occasionally opportunities related to clinical education experiences will arise that would be of benefit to the students' professional education. These opportunities may include traveling

with teams, attending competitions, observing an examination or therapy session, observing consultants and specialists, attending conferences and meetings, etc. The student is required to seek permission from the course instructor prior to missing any classes, labs, or educational meetings. It is up to the student to determine if the experience is of greater benefit than missing a class, lab, or educational meeting. If the student decides to miss a class, lab, or educational meeting to take advantage of an outside opportunity, they are responsible for making up all missed coursework. The student should consult with the CEC concerning any missed class that results from such an outside opportunity.

4.6 Clinical Assignment Attendance Policy

Students are expected to report to their clinical site as directed by the assigned clinical preceptor. The only excuse for not reporting to the clinical site are scheduled ATP course/lab, ATP meeting, illness (as verified by a written excuse from physician), or family emergency. Students are not excused from clinical education responsibilities to report to an outside job or participation in a club or any activity not related to the didactic portion of the ATP. At times, there may be extenuating circumstances which necessitate the student's absence from the clinical site. In such cases, the clinical preceptor should be contacted as soon as is reasonably possible and it will be up to the preceptor's discretion to determine if it is acceptable for the student to miss assigned clinical education responsibilities. This decision should also be communicated to the CEC (clinical education coordinator).

4.6.1 Communicable Disease Policy

Communicable disease issues are managed in a confidential manner and in keeping with HIPAA requirements. In the event a student's current health condition poses an imminent danger to student-athletes or to other athletic training personnel, the student will be prohibited from initiating a new clinical experience, or be immediately removed from the clinical education setting, until such time it can be determined by an appropriately licensed healthcare professional that the existing condition no longer poses a threat.

4.7 Coursework outside the ATP Curriculum

In the event a student desires to enroll in a course outside the ATP required curriculum, they must first consult with their academic advisor and then seek permission to enroll in the course from the preceptor. If the preceptor deems the course would not interfere in any way with the clinical education experience, the student will be permitted to enroll in the course. It is important to note that students in the professional phase of the curriculum (who are registered as a graduate student) are already enrolled in the maximum number of credits permissible for a graduate student in one semester and any additional courses will require special permission from the advisor, program director and registrar prior to enrollment. Please be advised that the MSAT plan of study is at credit-capacity for all of the semesters that the coursework is at the graduate level (Professional Year 1 and Professional Year 2). In addition to the need to obtain permission as described above, students who wish to take courses outside of their AT plan of studies during the two professional years, may encounter additional fees.

4.8 Student Employment

Students who must or who wish to seek employment during the academic year are permitted to do so, provided such employment does not interfere **in any way** with the student's academic progress or clinical assignment. Students are strongly encouraged to discuss employment arrangements and opportunities as soon as possible with the Preceptor and Program Director to ensure any conflicts are avoided.

4.9 Sports /Extra Curricular Activity Participation

Students seeking engagement in extra-curricular activities during the academic year are permitted to do so, provided such engagements do not interfere **in any way** with the student's academic progress or clinical assignment. To be able to perform to the best of one's ability in the Athletic Training Program, extracurricular activities will need to well-planned for both academic success and success in activities outside of the ATP.

4.10 ATSA Membership

The Athletic Training Student Association (ATSA) is a student led University club with the goal to enhance the education and fellowship of students interested in the profession of athletic training. Students in the ATP are encouraged but not required to participate in ATSA. In addition, students do not need to be accepted to or matriculating through the ATP to be members of ATSA. See Appendix 6.9 for the ATSA Constitution. The current faculty mentor for the ATSA is Dr. Devin Kielur. Current leadership includes:

- President: Gabby Mariano
- Vice President: Josue Rodriguez
- Secretary: Kaitlyn Urbanowicz
- Treasurer: Elise Turner

4.11 Confidentiality Policy

The following policy statement regarding professional conduct and confidentiality must be strictly adhered to by all ATS while enrolled in the ATP. Anyone failing to adhere to this policy may be expelled from the program without recourse.

“As an athletic training student, you have an obligation to yourself, the athletes and coaches you work with, your supervisors and the University of Pittsburgh, to withhold from anyone other than your immediate supervisor(s) any information you acquire professionally or socially which is considered professionally confidential. This includes any information about an athlete’s medical condition, the treatment of a medical condition, any information you acquire in locker rooms, athletic training facilities, physician’s offices or otherwise that would be considered non-public information.”

The unique opportunity to observe and participate in interscholastic, intercollegiate and or professional athletics as a healthcare professional can and will be terminated if this confidentiality policy is violated. Furthermore, the professional rapport established with athletes, coaches and physicians will be permanently jeopardized by a lack of discretion and violation of this policy.

4.12 Dress Code and Personal Appearance Policy

Proper grooming and personal hygiene are important characteristics for professionals and students alike. Athletic training personnel are expected to maintain a neat and well-groomed appearance during all activities associated with the ATP. The purpose of the dress code and personal appearance policy is to establish a professional image to not only athletes (patients) and coaches, but to administrators and the public. The dress code and personal appearance policy must always be adhered to while carrying out athletic training responsibilities (i.e., practice or game coverage, clinic coverage, cleaning, rehabs, etc.) and is the same for all students. Student observers are to be held to the same standard as athletic training students regarding the dress code.

1. Clothing should be professional: clean, in good repair, pressed, and appropriate length and size.
2. Clothing must cover shoulders, back, chest, midriff, buttocks, and undergarments at ALL TIMES regardless of body movement or position; undergarments should never be visible (i.e., extending beyond outerwear, or visible through clothing.)
3. All students that are participating in clinical education (including pre-professional phase students) **should have their university-issued name badge displayed at all times**
 - shorts/pants:
 - shorts should be no shorter than fingertips and should be khaki, blue, black or grey
 - shorts/pants should look professional and should be neatly pressed and not too tight
 - shorts/pants should not fall low on hips and should be khaki, blue, black, or grey
 - yoga pants, leggings and denim jeans are not permitted
 - shirts:
 - collared shirts and/or athletic department issued t-shirts are to be worn in athletic training facilities and for practice coverage
 - shirts should bear the Pitt logo (or clinical site logo if rotation is off campus)
 - cleavage should not be visible (check views when you bend at waist)
 - midriffs are not exposed during activity

- when appropriate, shirts should be tucked in
- footwear:
 - Nike tennis shoes should be worn in on-campus athletic training facilities unless game coverage requires dress shoes
 - shoes must be clean, closed-toe, and not excessively high heeled
 - sandals, flip flops, Crocs or Uggs are not permitted
- jewelry, tattoos and body piercings:
 - jewelry should be kept to a minimum
 - all students should wear a wristwatch or have access to a device with timing capabilities
 - stud jewelry is the only permitted visible piercings
 - tattoos are permissible however, if a tattoo is deemed offensive it must be covered during practices, clinical interactions, participating in classes, and when representing Pitt's ATP in any capacity.
- miscellaneous:
 - clothing worn in the clinical setting must facilitate freedom of movement
 - pants/shirts that are too tight are not permitted
 - hair should be groomed, well maintained and of a natural color
 - long hair should be pulled back neatly
 - hair must be maintained to not interfere with one's ability to perform normal athletic training functions
 - facial hair should be neatly groomed
 - nails should be clean for hygienic purposes/patient safety and trimmed to allow for manual therapy and treatment
 - fingernails (real or artificial) that exceed 1/4" are not permitted
 - fingernails must be rounded or squared
 - wearing hats of any kind indoors is prohibited in academic and clinical facilities
 - cologne and perfume should be minimal
 - students should notify ATP of any cultural requirements that may deviate from the dress code

The only exception to the above includes special event coverage that may require business attire

1. Team Travel
 - Dress should conform to the requirements of the team and be both professional and functional
2. Clinic Coverage
 - Same as athletic training facilities except collared shirt is required
3. Affiliated Settings
 - Same as University of Pittsburgh on campus sites or at the discretion of staff at the affiliated setting
4. Class/programmatic trips
 - Same as clinic coverage

4.13 Inclement Weather Policy

In situations of extreme inclement weather, ATS should communicate with the preceptor to determine whether clinical services are being offered. If the University closes, the student should still follow the guidelines of their clinical education site. At all times, students should use judgment regarding the safety of traveling in adverse conditions and keep the preceptor and CEC informed of conditions. Where appropriate, the following circumstances should be followed:

1. ATS assigned to Pitt on campus sites who reside in Oakland should make every effort to arrive at the clinical setting as scheduled. ATS who reside outside of Oakland should use discretion in traveling to campus
2. ATS assigned to UPMC Sports Performance Complex (Pitt/Steelers facility, UPMC Freddie Fu Sports Medicine Center), or CMU should use discretion in traveling and make use of campus shuttle/public transportation resources when available

3. ATS assigned to high schools should consult school closings and, in the event the school is open, but conditions are not favorable, communicate with preceptor regarding concerns about traveling to site

4.14 Maintaining Professional Relationships Policy

One of the most significant components of professional development is the relationships that are fostered between athletic training students and those with whom students regularly interact including, but not limited to, team physicians, athletic training faculty, clinical supervisors and other athletic training staff, fellow athletic training students, coaching staff, and student-athletes/patients. It is critical that students always act in a professional manner and treat these various groups with respect as a member of the Athletic Training Program. Failure to do so may result in disciplinary action and will almost assuredly jeopardize any confidence and respect that the offending student is entitled to be treated with.

1. Team Physicians

The team physician is the ultimate responsible party for the healthcare of student-athletes and patients. Decisions made regarding the diagnosis and treatment plan for a student-athlete/patient should always be respected and followed. Any discussion related to the healthcare of a student-athlete/patient should be limited to the team physician, supervising athletic trainer, the athlete and when appropriate the coach, and must remain confidential.

2. Athletic Training Faculty, Clinical Preceptors

As these professionals have earned their clinical credentials and been selected to provide instruction and/or clinical supervision, athletic training students are expected to treat and refer to these individuals with the respect that they are entitled to. Disagreements with an instructor or clinical supervisor should be addressed in a professional, and when appropriate, private manner to not undermine the student-faculty relationship.

3. Fellow Athletic Training Students

The relationships between fellow athletic training students are critical for the effective and efficient functioning of the academic and clinical components of the Athletic Training Program. Every effort should be made to maximize the learning opportunities for all students. Senior level students should devote a portion of their time to mentor junior level and pre-professional students and less experienced students should seek out opportunities to gain greater understanding from more experienced students and athletic training faculty and staff. Disagreements or differences in philosophy should be discussed in a responsible and professional manner. It is every student's responsibility to take ownership of their academic and clinical education to enhance professional development.

Relationships that develop between athletic training students must remain professional at all times when engaged in athletic training related activities. Should a romantic relationship develop between athletic training students, it is incumbent upon both parties to alert the clinical coordinator to this relationship in order to avoid potential conflicts of interest in the clinical setting. Any situation that causes a disruption of the normal functioning of the academic and/or clinical components of the program will be addressed immediately.

1. Coaching Staff

As the responsible party for the function of a particular team, the coaching staff should be treated with respect and in a professional manner at all times. Athletic training students should focus their attention on the health and well-being of student-athletes and patients, at the direction of the supervising athletic trainer, and should not concern themselves with other matters related to the team. The supervising athletic trainer is responsible for providing updates to the coaching staff related to the health-related status of a student-athlete. Athletic training students should not volunteer such information unless directed to by the supervising athletic trainer. Any conflicts or changes in the professional relationship that arise between athletic training students and members of the coaching staff should be brought to the attention of the supervising athletic trainer immediately. It will be the supervising athletic trainer's responsibility to resolve such situations.

2. Student-Athletes/Patients

Perhaps the most challenging of relationships to develop and maintain in a professional manner are with those from the same or similar age group, although it is critical that this be the case. Student-athletes are first and foremost your patients and should not be considered as peers. Athletic training students must earn the respect of patients in order to be effective care providers to them. Partying with or engaging in romantic or sexual relationships with patients will almost always result in a lack of trust or respect in you as the person responsible for their healthcare needs.

Although patients are typically of similar age and might be romantically attractive, they are not an appropriate pool from which to select romantic or sexual partners. It would be a clear conflict of interest to serve in a clinical experience providing care to a patient with whom a romantic, sexual, or significant social relationship has developed. Engaging in romantic, dating, sexual, partying or other significant relationship with any patient is highly unethical and is prohibited. If, however, such a situation arises, the relationship must be disclosed to the athletic training faculty and clinical supervisor immediately. Students who enter into such relationships with patients from any of our clinical education sites (including affiliated sites) will be immediately removed from that site and relocated to a different site for the duration of the experience. If an athletic training student is approached by a student-athlete/patient about entering a romantic, sexual or partying relationship, the athletic training student is required to decline. In social settings, athletic training students are to avoid any fraternizing with student-athletes/patients. If an athletic training student is already in a relationship with a potential student-athlete/patient prior to beginning a clinical experience, the athletic training student cannot be assigned to an experience with the same team the student-athlete/patient is a member of. The athletic training student is obligated to notify the clinical education coordinator of any potential conflict of interest prior to a clinical education assignment.

4.15 Professional Meeting Attendance

As a representative of the University of Pittsburgh, the Athletic Training Program and the profession of Athletic Training, it is expected that students will act and present themselves in a mature and professional manner at all times when attending professional meetings.

4.16 Social Media and Communication Resources Policy

Posting of personal information or material of a sensitive or potentially damaging nature on any social networking site (i.e. Facebook, Twitter, Instagram, Snapchat, Vine, YouTube, etc.) is strongly discouraged. In addition, any misrepresentation of the Athletic Training Program, the School of Health and Rehabilitation Sciences or the University of Pittsburgh in text, photo or video format is strictly prohibited. At no time should an ATS engage in posting pictures or comments about anything related to their clinical education.

Social media is rapidly expanding, and new outlets are created every day. Professional organizations and ethical codes are often outdated given the rapid expansion of social media. It is essential that student and faculty remain aware and vigilant regarding the social media ethical challenges facing health professionals, clients, patients, and students. Students are responsible for maintaining a professional social media presence related to any SHRS education activities. Some students may find it helpful to create separate professional and personal social media accounts.

We recommend that student consider the following prior to posting or transmitting on social media:

- Consider the audience and potential impact of your post prior to transmission.
- Assume anything that you post or transmit on social media can be made or viewed by the public.
- An electronic post or transmission is often traceable, without an opportunity for removal.
- Employers often search social media to learn more about you prior to interviews or offered employment.
- Clients often search social media to learn more about you. Proximity based apps and social media post new challenges to maintaining professional boundaries between health professionals and clients or patients.

SHRS students must:

- Respect the ethical standards of the profession in carrying out his or her academic assignments.
- Comply with HIPAA's social media rules.

- Read, review, and follow the social media policy of your practicum or internship placement.
- Comply with School and University academic integrity guidelines.
- Do not post or transmit any information or reference about your work with clients.
- Do not post clinical encounters, clinical experiences or information that pertains to working with clients.

Please note that boundaries on social media are no longer as simple as not ‘friending’ a client, professor, or colleague on Facebook. For example, all contacts in your phone book can read your posts on Venmo without being friends on the app. It is difficult to predict the latest ethical problem or boundary that will arise with social media. Therefore, please remain aware and consult with faculty or supervisors on these important issues. Faculty may have to act upon any material that does not comply with current academic integrity guidelines, professional ethical standards, or HIPAA policies.

4.17 Student Travel Policy

Athletic Training Students are only permitted to travel with athletic teams when accompanied by a clinical preceptor. The opportunity to travel with a team should be looked upon as a privilege and a tremendous learning opportunity. As a member of the sports medicine team, athletic training students are responsible for the health and well-being of the student-athletes on the team throughout the duration of the travel. At no time should an ATS engage in any behavior that would render them less than 100% effective in making decisions and caring for the team.

When traveling with a team, the ATS is always representing the University and the ATP. Discretion must be exercised when considering behaviors and actions. This is not to be viewed as a social or partying event and any ATS who is found to be in breach of the expectations for professional behavior will be held accountable and subject to disciplinary action.

5.0 General Athletic Training Facility Expectations

1. All coats, backpacks, and other personal items should be placed in a designated area (ask AT staff).
2. Professional appearance is always expected in the athletic training facilities. While in the athletic training facilities, athletic training students must wear the appropriate clothing that has been issued. The uniform policy will be adhered to during this time, with no exceptions.
3. Horseplay, profanity, or eating in the athletic training room will not be tolerated. Do not lie down on the tables or sit on the counters.
4. When an athlete comes to the athletic training facility, find out what he/she needs and take appropriate action. Self-treatments and self-taping should be discouraged. In providing treatment:
 - Check with staff athletic trainer(s) for appropriate treatment modality
 - Prepare athlete for treatment
 - Set timer
 - When treatment period ends, clean treatment area
 - Record treatments and rehabs on form
 - Rehabilitation is to be closely supervised
5. No massages - unless for therapeutic purposes.
6. You are not a ball person, stay out of drills.
7. Avoid confrontations. If there is a problem, let a staff athletic trainer know ASAP.
8. Respect coaches. Never question, argue, or smart off. Inform the staff athletic trainer(s) of the situation or problem. The staff athletic trainer(s) will be responsible for resolving the situation.
9. Decisions regarding medical referrals, treatments and rehabilitation protocols are made by the staff athletic trainer(s) and team physician only. Do NOT prescribe treatments or suggest ideas to athletes/coaches without first checking with an AT.
10. Be attentive to your team/patients at all times; practice is not a social time. If an injury occurs, stabilize the athlete/patient until a staff athletic trainer arrives.

11. Everyone is expected to assist with athletic training facility responsibilities. The staff athletic trainer(s) will dismiss you when all daily responsibilities are completed. Always notify the staff athletic trainer(s) when you leave the athletic training facility for practice or activity site.
12. Please respect the privacy of the staff athletic trainer(s) while in their office. A knock prior to entrance will be appreciated.
13. Medical information is private. Anything you see or hear concerning a student-athlete or patient must remain confidential.
14. Familiarize yourself with all supplies and emergency equipment, and their locations.

5.2 Sports Medicine Clinic – On campus

1. The Sports Medicine Clinic is conducted Monday through Friday for all varsity student-athletes. Schedule and times vary each semester.
 - Athletic Training Students should arrive 15 minutes prior to the beginning of clinic to prepare waiting area and exam room. Place sign-in sheet on the desk in the AT room for student athletes to register.
2. Make certain exam room is clean and organized.
3. Make yourself familiar with the location of instruments, bandages, medication, etc. in the drawers and cabinets in the exam room.
 - Take each athlete individually and **one at a time**, according to the order on the sign-in sheet, to an area in the athletic training room in order to obtain a thorough history of the injury/illness. For the privacy of the athlete, do not take a history in the public area. If the athlete is being seen for an illness, record a body temperature *before* seeing the physician. It is the ATS's responsibility to accompany the student-athlete into the exam room, present the case to the physician, and take any notes throughout the exam.
 - Once the athlete has been examined, the ATS will wait for the physician to complete and sign off on the paperwork. The ATS should then go to the waiting area and repeat this process with the next student-athlete on the sign-in sheet to obtain a history.
 - When all examinations are concluded, the completed paperwork should be delivered to the staff athletic trainer in charge of each student-athlete's sport.

6.0 Appendices

6.1 [Direct Entry Observation Verification Form](#)

6.2 [Mid/End-Semester Student Evaluation Form](#)

6.3 [Student Infraction Form](#)

6.4 [NATA Code of Ethics](#)

6.5 [PATS Code of Ethics](#)

6.6 [PA Rules & Regulation for Practicing of Athletic Training](#)

6.7 [BOC Standards of Practice](#)

6.8 [ATSA Constitution](#)