



NORTH PARK UNIVERSITY

Athletic Training

MSAT STUDENT HANDBOOK

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OVERVIEW

What is an Athletic Trainer?

According to the National Athletic Trainers' Association (NATA), "athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes."¹

What is Athletic Training?

Athletic training is recognized as an allied health care profession by the American Medical Association (AMA), Health Resources Services Administration (HRSA), and the Department of Health and Human Services (HHS). There are five domains in the field of athletic training: 1) Risk Reduction, Wellness and Health Literacy, 2) Assessment, Evaluation & Diagnosis, 3) Critical Incident Management, 4) Therapeutic Intervention and 5) Health Administration & Professional Responsibility. ATs help prevent injuries by incorporating pre-participation screenings, field inspections and preventative taping/bracing techniques into their clinical practice. When injuries or illnesses occur, ATs are responsible for evaluating the situation and appropriately treating and/or referring the individual. ATs incorporate therapeutic interventions into their clinical practice to help return patients to activities of daily life and sport participation, as applicable. In addition to these skills, ATs should also possess the knowledge and ability to execute administrative responsibilities such as maintaining records and facilitating the daily operations necessary to deliver healthcare. Since athletic training is an ever-evolving field, ATs are required to seek and report their continuing education at regularly scheduled intervals to ensure they remain up to date on current issues.

North Park University's Athletic Training Program

The North Park University Master of Science in Athletic Training (MSAT) Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program is designed to prepare you for clinical practice and successful challenge of the Board of Certification (BOC) exam. It is cohort based and spans two calendar years. More details about the curriculum will be provided throughout this handbook. While enrolled in the MSAT Program, you will have the opportunity to provide healthcare to patients under the supervision of preceptors in a variety of clinical settings. You should treat this responsibility with the respect it deserves.

Purpose of the Program Handbook

The MSAT Student Handbook is designed to inform you of the general guidelines under which the North Park University MSAT Program operates and should serve as your guide. However, it is impossible to discuss every possible situation that may be encountered while enrolled in the program. North Park University does not have a separate handbook for graduate students; therefore, **the policies and procedures of the North Park University Undergraduate Student Handbook² will be followed for all situations not specifically outlined by the MSAT Student handbook. The MSAT Student handbook was developed to correspond with the North Park University Undergraduate Student Handbook.² If a situation were to arise where a policy is in direct conflict between handbooks, the order of precedence is 1) MSAT Student Handbook, 2) Handbook for current clinical placement (if applicable), 3) NPU Undergraduate Student Handbook.²**

You are responsible for learning and abiding by all policies and procedures in this handbook. In addition, you are responsible for learning and abiding by the NPU AT Services Policy & Procedure Manual as well as the policy manuals of each of your clinical placement sites. During placement at an off-campus site, you abide by that facility's policy and procedure manual. In the event the site does not have a particular policy, you should follow the North Park MSAT Student Handbook and/or North Park AT Services Policy and Procedure Manuals as applicable.

Disclaimer: This handbook is designed for students formally enrolled in the MSAT program. Some though not all elements are applicable to students performing observational hours in North Park's athletic training facilities.

MISSION & VISION

North Park University seeks to “build lives of significance and service” as understood in the Christian tradition. A career in athletic training affords opportunities to honor and implement this vision.

The MSAT program prepares students to successfully challenge the Board of Certification (BOC) examination. The two-year curriculum blends dynamic didactic and clinical experiences. The program’s learning environment strongly incorporates educational technologies and focuses on real-life application through hands-on experiences. Upon leaving North Park, graduates will continue to seek a greater understanding of athletic training as a discipline and will be provided the tools to become lifelong learners and scholars capable of contributing to the evolution of the field and to societal health.

PROGRAM OBJECTIVES

The graduate will have the ability to:

1. Perform on-field/clinical assessments and evaluate the results to determine diagnoses consistent with an entry-level athletic trainer.
2. Develop, monitor, and modify rehabilitation programs consistent with an entry-level athletic trainer.
3. Develop and operate an athletic training program complete with budgeting, policies & procedures, and human resource management consistent with an entry-level athletic trainer.
4. Communicate effectively with coaches, parents, patients, student-athletes, and other medical personnel in ways consistent with an entry-level athletic trainer.
5. Promote professional conduct of the athletic training profession in compliance with the code of ethics set forth by the NATA, the BOC Standards of Professional Practice, and applicable state practice acts.
6. Appreciate the importance of continued learning and have the ability to identify resources that will facilitate additional scholarship.
7. Convey a strong values system reflected in ethical practice, Christian principles and leadership.
8. Articulate and synthesize the city-centered, intercultural, and Christian perspectives of the North Park experience.

GOALS

The main priority of North Park University's MSAT Program is to develop exceptional athletic trainers who exhibit the institution's mission of "significance and service" through their commitment to lifelong learning and the enhancement of the athletic training profession.

This goal is measured via the following performance indicators:

1. Exceed the national average for three-year aggregate first-time Board of Certification (BOC) examination pass rate.
2. Exceed the national average three-year aggregate employment/placement rate.
3. Survey network of alumni at regularly scheduled intervals to determine if 90% have professional development plans, 80% are implementing those plans, and 50% of alumni over 5 years post-graduation are in leadership roles.

MEMBERS OF THE MSAT PROGRAM

Medical Director:

The Medical Director will provide competent direction and/or guidance to ensure the medical components of the curriculum meet current and acceptable standards. The Medical Director is also involved in the development of the curriculum and in the education of students enrolled in the MSAT program. They will be involved in the program's planned formal instruction, through lecture, discussion, or other educational means. In addition, the medical director may provide healthcare to patients in the athletic training facility regularly.

Another primary responsibility of the Medical Director is to serve as the chief supervising physician for North Park University's Athletic Training Services as its staff provides health care services to the student-athletes who participate within the Department of Athletics. The Medical Director maintains the final purview in the management and care of all North Park student-athletes. The Medical Director is also involved in the development and approval of the policies and procedures for NPU's Athletic Training Services.

Team Physician(s):

The Team Physician(s) is a clinical practitioner(s) who provide medical services to North Park University's student-athletes. In addition, the Team Physician(s) must possess a sincere interest in the professional preparation of the students enrolled in the MSAT program and willingly share their knowledge through on-going informal discussions, observation of clinic practice, and other educational services. The Team Physician(s) is also present in the athletic training facilities on a regularly scheduled basis.

Athletic Training Faculty Members:

Athletic Training Faculty Member are individuals who hold an athletic training credential and instruct courses within the MSAT program. In addition to their faculty appointment, an athletic training faculty member may also hold an official administrative role (i.e., Program Director, Clinical Education Coordinator) within the program (see below). These faculty members are often referred to by their administrative title.

Athletic Training Program Director:

In addition to their teaching responsibilities, the Program Director of the MSAT program is responsible for tracking your educational development as well as the development and implementation of the curriculum. It is the responsibility of the Program Director to ensure all CAATE accreditation requirements are met among other programmatic administrative tasks.

Clinical Education Coordinator:

In addition to their teaching responsibilities, the Clinical Education Coordinator is responsible for overseeing your clinical education experience. This includes the education & management of preceptors, recruitment of new clinical sites, and the clinical placement & scheduling of all athletic training students. The Clinical Education Coordinator assists the Program Director to ensure all CAATE accreditation requirements are met; particularly for those standards which apply to clinical education or maintenance of clinical site documentation.

Head Athletic Trainer:

The Head Athletic Trainer is an administrative position responsible for the supervision of the members of Athletic Training Services in all matters related to the health care of North Park student-athletes. It is the responsibility of the Head Athletic Trainer to establish policies and procedures regarding athletic training facility hours, event coverage, and the provision of health care. The Head Athletic Trainer may also serve as a preceptor.

Other NPU Athletic Trainers:

Additional athletic trainers are employed to provide health care services to North Park student-athletes, assist with the daily operation of the athletic training facility, in conjunction with the Head Athletic Trainer, and may serve as a preceptor for the MSAT program.

Preceptors:

Preceptors are licensed health care providers who agree to formally educate, mentor, and supervise your clinical education in a clinical setting either on or off-campus. As such, preceptors are expected to:

- Orientate you to the facility's policy & procedures and Emergency Action Plans (EAPs).
- Supervise you during your clinical education experiences.
- Provide you with instruction & assessment of your current knowledge, skills, and clinical abilities.
- Provide you with instruction & opportunities to develop clinical, communication and decision-making skills during actual patient care.
- Facilitate the clinical integration of your skills, knowledge, and evidence regarding the practice of athletic training.
- Demonstrate an understanding of and comply with the MSAT program's policies and procedures.

Athletic Training Students:

This is you! Admission criteria are outlined in the "application requirements" section of this handbook. Once admitted, you are expected to take an active role in your learning. This includes the maintenance and daily operation of the athletic training facility during your clinical education placement. Your motivation and initiative in creating learning opportunities with your preceptor will enhance your experience.

CURRICULUM

Didactic versus Clinical Courses

A didactic course is a class with formal classroom instruction. A clinical course is much different. Clinical courses involve structured clinical education experience(s) in addition to formal classroom sessions or supplemental online instruction. Athletic Training clinical experiences are supervised by either an athletic trainer or physician. You may also be assigned supplemental clinical instruction supervised by another healthcare provider (e.g. Physical Therapist, Nurse). Together, these experiences are designed to allow you to progress through increasingly complex patient or client-care interactions in the effort to ready you for providing autonomous practice.

All clinical courses are instructed by preceptors in a clinical setting at that designated site. The North Park MSAT program uses a variety of clinical settings including secondary schools, colleges and universities, health systems, physical therapy clinics, and professional athletic venues throughout the Chicagoland area. Your clinical education plan will be designed to include clinical practice opportunities with varied client/patient populations who experience a variety of health conditions commonly seen in athletic training practice. As specified by the CAATE standards, the populations must include clients/patients: 1) throughout the lifespan (i.e. pediatric, adult, elderly), 2) of different sexes, 3) with differed socioeconomic statuses, 4) of varying levels of activity and athletic ability (e.g. competitive and recreational, individual and team activities, high- and low-intensity activities), and 5) who participate in non-sport activities (e.g. industrial, occupational, leisure activities)³ Based on our programmatic values, you will have one placement involving an equipment-intensive sport (e.g. football, hockey, lacrosse), one placement at NPU and one placement at a local secondary school.

Your sex, gender identity, ethnicity, religious affiliation, or sexual orientation will have no bearing on your clinical education assignment. The dates and times of clinical education requirements can vary but frequently include afternoons, nights, weekends, and occasionally over regularly scheduled university vacations. **Individual clinical education placements may begin prior to or continue past the scheduled academic term. Please contact the Clinical Education Coordinator or your preceptor for further details.**

Curriculum Description

The MSAT program at North Park University requires five on-campus academic terms and one clinical intensive experience. Together, the educational program will span at least two calendar years. The two-year requirement is mandated by the CAATE standards and is non-negotiable.³ Students admitted to the MSAT will begin the program in the summer term following admission and enroll in 5 additional consecutive terms (i.e. summer-fall-spring-summer-fall-spring). The first year necessitates 12-credits per term while the second year requires 8 credits a term.

Term One: The didactic courses focus on foundational knowledge needed to provide integrative health care focusing on the physically active individual. Specifically, the focus will be on developing students' clinical decision-making skills related to emergent care, evidence-based practice, and general medical conditions.

Terms Two & Three: Will expand on the student's clinical decision-making skills and focus on diagnosis, intervention, and application. Students will also be introduced to the clinical setting in Practicum 1 and build and progress their skills during Practicum 2.

Term Four: The didactic course focuses on administration knowledge and skills. The associated clinical course (Practicum 3) will focus on the care of systemic, chronic and overuse conditions.

Term Five: This term is designated for a clinically intensive experience. The goal of this placement is to prepare our students for clinical practice through immersion in a particular setting. Students will be expected to apply the content knowledge from didactic courses into the daily operations of an athletic training facility equivalent to full-time (i.e. at least 40 hours/week).

Term Six: The didactic courses taken during this term will focus on the professional development of our students while allowing them to prepare for their transition to practice through the completion of a capstone project. The clinical course associated with this term will allow students to refine their interpersonal and clinical skills.

ACADEMIC PLANNING GUIDE: MASTER OF SCIENCE IN ATHLETIC TRAINING

North Park University

Required Semester Hours: 60

Semester	Course Number	Course Name	Credits
1 st Summer Session	EXS 5000	Introduction to Athletic Training Practice	4
	EXS 5010	Athletic Training Clinical Skills Lab	4
	EXS 5320	Assessment of General Medical Conditions	4
	Total Semester Credits		12
1 st Fall Semester	EXS 5300	Orthopedic Assessment I	4
	EXS 5400	Therapeutic Interventions I	4
	EXS 5200	Practicum I	4
	Total Semester Credits		12
1 st Spring Semester	EXS 5310	Orthopedic Assessment II	4
	EXS 5410	Therapeutic Interventions II	4
	EXS 5210	Practicum II	4
	Total Semester Credits		12
2 nd Summer Session	EXS 5500	Athletic Training Administration	4
	EXS 5220	Practicum III	4
	Total Semester Credits		8
2 nd Fall Semester	EXS 5230	Clinical Intensive	8
	Total Semester Credits		8
2 nd Spring Semester	EXS 5240	Practicum IV	4
	EXS 5600	BOC Exam Prep/Career Development	2
	EXS 5610	Athletic Training Capstone	2
	Total Semester Hours		8

Total 1st Year Credits: 36

Total 2nd Year Credits: 24

Total Graduate Credits: 60

The Academic Planning Guide is designed as a guide for students planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of a faculty advisor. While accurately portraying the information contained in the college catalog, this is not considered a legal substitute for that document. Student should become familiar with the catalog in effect at the time in which they enter the institution.

MSAT Course Descriptions

5000 Introduction to Athletic Training Practice (4sh)

This course will introduce students to athletic training practice through the exploration of the core competencies for healthcare professionals and the educational domains of athletic training. Pre-requisites: Formal Admittance into the MSAT Program.

5010 Athletic Training Clinical Skills Lab (4sh)

This course will introduce students to foundational clinical skills necessary for athletic training practice including but not limited to: patient assessment and select emergency management and preventative techniques.

5200 Practicum I (4sh)

A course designed to formally structure an athletic training clinical experience focused on patient/client care (time by arrangement) at an affiliated site under the supervision of a preceptor who is an athletic trainer or physician. This course is supplemented with curricular instruction focused on critical incident management and foundational clinical skills necessary for general practice. *Pre-requisites: EXS 5000, EXS 5010*

5210 Practicum II (4sh)

A course designed to formally structure an athletic training clinical experience (time by arrangement) focused on patient/client care at an affiliated site under the supervision of a preceptor who is an athletic trainer or physician. This course is supplemented with curricular instruction focused on the evaluation and care of acute conditions. *Pre-requisites: EXS 5200*

5220 Practicum III (4sh)

A course designed to formally structure an athletic training clinical experience (time by arrangement) focused on patient/client care at an affiliated site under the supervision of a preceptor who is an athletic trainer or physician. This course is supplemented with curricular instruction focused on the evaluation and care of chronic and insidious conditions. *Pre-requisites: EXS 5210*

5230 Clinical Intensive (8sh)

A practice-based intensive experience (time by arrangement) that allows the student to experience the totality of care provided by athletic trainers. At least 4 continuous weeks of this experience will be immersive. This course is supplemented with online learning activities focused on quality improvement and health care administration. *Pre-requisites: EXS 5220.*

5240 Practicum IV (4sh)

A course designed to formally structure an athletic training clinical experience (time by arrangement) focused on patient/client care at an affiliated site. under the supervision of a preceptor who is an athletic trainer or physician. This course is supplemented with curricular instruction focused on promoting wellness, reducing risk and improving health literacy in preparation for transition to practice. *Pre-requisites: 5230*

5300 Orthopedic Assessment I (4sh)

A comprehensive approach to the diagnosis and management of musculoskeletal conditions of the lower extremity including the foot, ankle, knee, thigh, hip, and pelvis. Injuries will be discussed from the following viewpoints: 1) prevention, 2) etiology and mechanism of injury, 3) pathology, 4) recognition and evaluation techniques, and 5) treatment. The clinical decision model will incorporate evidence-based practice. *Pre-requisite: EXS 5000, 5010*

5310 Orthopedic Assessment II (4sh)

A comprehensive approach to the diagnosis and management of musculoskeletal conditions of the upper extremity including the shoulder, upper arm, elbow, forearm, wrist, hand, thumb, fingers, and spine. Injuries will be discussed from the following viewpoints: 1) prevention, 2) etiology and mechanism of injury, 3) pathology, 4) recognition and evaluation techniques, and 5) treatment. The clinical decision model will incorporate evidence-based practice. *Pre-requisite: EXS 5300*

5320 Assessment of General Medical Conditions (4sh)

A systems approach to the comprehensive diagnosis and management of non-musculoskeletal conditions including neurological, cardiovascular, respiratory, immune, gastrointestinal, genitourinary, and dermatological pathology.

5400 Therapeutic Interventions I (4sh)

This course provides an evidence-based overview of the theory and application of therapeutic interventions common to the rehabilitation of select musculoskeletal injuries and conditions. Emphasis will be placed on the foundational theories such as physiology of injury, pain, stages of healing, as well as the exercises, modalities, and pharmacological interventions specific to the inflammatory and proliferation stages of healing.

Pre-requisite: EXS 5000, EXS 5010

5410 Therapeutic Interventions II (4sh)

This course provides an evidence-based overview of the theory and application of therapeutic interventions common to the rehabilitation of select musculoskeletal injuries and conditions. Emphasis will be placed on foundational theories such as altered movement and functional performance as well as the exercises and modalities specific to the remodeling stage of healing and maximizing performance. Special considerations for the physical rehabilitation of various anatomical segments will also be explored. *Pre-requisite: EXS 5400*

5500 Athletic Training Administration (4sh)

Designed to give an understanding of administrative responsibilities associated with athletic training practice. Emphasis will be placed on facility organization and design, budgeting, legal liability, day-to-day scheduling, personnel management, record keeping and ethical considerations. *Pre-requisite: EXS 5310, 5410*

5600 BOC Exam Prep/Career Development (2sh)

Designed to create a structure and provide support for student preparation for the Board of Certification (BOC) examination. Selected topics related to professional development and career transition will also be incorporated. *Pre-requisite: EXS 5230*

5610 Athletic Training Capstone (2sh)

This course is designed to provide a finishing experience for the Master of Science in Athletic Training and aid in the transition to practice. In this course, students will seek to identify a pathway for continuing education, as well as, develop an aspirational goal for their professional career. Students will develop a project with the potential for dissemination. The project will be presented in both written and oral formats. Students will complete this course in the last semester of their program. *Pre-requisite: EXS 5230*

PROGRESSION & RETENTION

You must earn a “C” or better in all athletic training courses. Due to the sequential nature of these courses, a failure to earn a “C” or better will result in a failure to matriculate. You must retake the course and earn a grade of “C” or better before continuing in the course sequence. If this were to occur, you would work with the Program Director to develop a plan for re-entry into the curriculum.

ELIGIBILITY FOR PRACTICE AS AN ATHLETIC TRAINER

Certification

With the Program Director's endorsement, you will become eligible in the final semester of enrollment in the MSAT Program to sit for the Board of Certification (BOC) Examination. If the program director fails to endorse you during your last semester, you will become eligible to sit for the BOC exam upon graduation.

Your eligibility to sit for the BOC exam may be impacted by a previous felony or misdemeanor conviction. (See excerpt from the BOC Candidate Handbook^{5(p.10)} below.)

The affidavit portion of the exam application requires candidates to report any felony or misdemeanor conviction. During the application process, candidates must submit a written explanation, in their own words, of the events that led to the conviction(s), copy of court documents(s), including, but not limited to, an arrest report, sentence recommendation, compliance of all court requirements and proof of payment of all related fines.

If the case(s) were alcohol or drug related, the candidate may also be required to provide a current professional alcohol/substance abuse evaluation that is no older than three months. If an evaluation was not required by the court, the candidate must obtain an evaluation from a licensed alcohol/chemical dependency counselor at their expense. Documentation may be emailed, faxed or mailed. Please allow at least 5-7 business days for documentation to be reviewed.

Candidates may request a predetermination of eligibility at any time by submitting their documentation to the BOC via email, fax or mail prior to submitting their application. The Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee's decision. Please review the Professional Practice and Disciplinary Guidelines and Procedures for details. Candidates who are granted eligibility to sit for the BOC exam should review their state's practice act prior to sitting for the BOC exam. Their conviction(s) could affect their ability to obtain licensure in that state.

State Regulation of Athletic Training

After successfully challenging the BOC exam, you must first obtain license or registration to practice athletic training as applicable in the state in which you plan to work. Athletic Training is currently regulated in all of the United States except California. The regulation of athletic training varies by state (e.g. exemption, registration, certification, licensure). All states regulating the practice of athletic training recognize the BOC credential. Individual states may have additional requirements and fees associated with regulation.

As part of the regulation process, each state's legislation passed an individual practice act for athletic training specifying the rules and regulations for practice in the state. Practice acts vary by state. Therefore, it is your responsibility to investigate and understand the requirements of the state in which you wish to practice. A comprehensive list of state practice acts can be found at <http://members.nata.org/gov/state/regulatory-boards/map.cfm>.

APPLICATION REQUIREMENTS

Admission to the athletic training program at North Park University is competitive. Application to the program does not ensure enrollment. The maximum capacity of the athletic training program is 16 students per cohort. The maximum capacity of a cohort may be affected by a variety of circumstances, most notably, the current enrollment of the continuing cohort

All prospective MSAT students with an earned baccalaureate degree prior to entering the program must submit a completed application via the Athletic Training Central Application System (ATCAS). For application into the MSAT program, students must submit documentation of the following via ATCAS:

- 1) pre-requisite coursework
- 2) signed technical standards document
- 3) CPR/AED certification
- 4) resume
- 5) essay responses
- 6) letters of recommendations (one from an AT who supervised your observation hours)
- 7) observation hours

Current North Park students who intend to pursue the 3+2 option must declare their undergraduate major as BS in Exercise Science- Pre-Athletic Training Concentration and complete the progression toward the MSAT program survey distributed by the Program Director. For matriculation into the MSAT program, students must submit documentation of the following: 1) pre-requisite coursework, 2) signed technical standards document, 3) CPR/AED certification, 4) resume, and 5) essay responses.

Placement at a clinical site is dependent on the student's ability to meet the site's requirements for student learners. Requirements for student learners vary by clinical site and may include background checks, current CPR certification, and vaccination records. The North Park Athletic Training Program uses Castle Branch to manage all requirements associated with clinical education (i.e., background checks, CPR certification). Once admitted to the program, you must create a Castle Branch profile. This requires an initial one-time fee of \$53. A background check is also required for an additional one-time cost of \$47. This initial \$100 for Castlebranch (profile and background check) is a one-time fee and is required prior to the beginning of your clinical education experiences (Term 2). Once you create your profile, please upload proof of the required documents (i.e. technical standards and CPR/AED certification) . More information about Castle Branch can be found in Appendix D.

*Please note, CastleBranch is a 3rd party product that may increase prices periodically without notice.

Pre-requisite Coursework

Master of Science in Athletic Training (MSAT)

Required

Anatomy (3-4 credit hours)
Physiology (3-4 credit hours)
Biology (3-4 credit hours)
Physics (2-4 credit hours)
Chemistry (2-4 credit hours)
Psychology (3-4 credit hours)
CPR/AED Certification

Recommended

Exercise Physiology
Biomechanics
Nutrition

Other Academic Requirements

An overall GPA of 3.0 is preferred for consideration for admission to the AT Program. However, outstanding marks in one area can offset deficits in another. In addition, you must possess an earned bachelor's degree from an accredited institution by the start of the first academic term.* If you are missing any of the academic requirements for entry, you may be granted conditional acceptance to the program pending you are able to demonstrate that the requirement will be met. If the University does not receive official documentation that the requirement was met by the end of the first academic term, conditional acceptance will be revoked; and you will not be able to matriculate in the program.

* Students enrolled in the 3+2 program at North Park are exempt from this requirement.

Technical Standards

You must document your ability to meet the athletic training program's technical standards (Appendix A) prior to admission. Once completed, this form should be uploaded to your Castle Branch profile.

Immunization Records

Immunization records must be uploaded to your Castle Branch profile and should include:

1. A negative PPD Tuberculin Skin Test, (TST) **OR** Quantiferon Gold TB test **OR** Tspot blood test *within the last year*. In the event of a positive test, you should follow up with your primary health care provider for appropriate treatment. You may also be required to undergo a chest x-ray and submit your radiological report to Castle Branch.
2. Immunity to Measles, Rubella and Mumps as evidenced by 2 MMR vaccines or immunity titers.
3. Varicella vaccine or a varicella titer.
4. Hepatitis B vaccination or declination waiver.
5. Tetanus vaccination in the form of Tdap or Td booster administered within the past 10 years.
6. Influenza vaccine *annually*.
7. COVID-19 Vaccination: documentation of either the two dose (Pfizer or Moderna) or the one dose (Johnson & Johnson) vaccination card with the dates and the manufacture listed for each dose of the vaccine. [Please note that some clinical sites may require students to submit proof of a Covid-19 booster as well.]

REQUIREMENTS FOR CLINICAL EDUCATION PLACEMENT

Background Checks

You must complete a background check before beginning your clinical education experiences (Term 2). Background checks are conducted by Castle Branch (Appendix D). You are responsible for all associated costs (~ \$47). You will submit your personal information to a secure, confidential web site maintained by Castle Branch. In turn, Castle Branch will supply NPU program administrators with a report regarding your compliance with our standards. These reports will be monitored by the Clinical Education Coordinator. Some clinical education sites may require you to obtain a background check through their organization; some of these involve fingerprinting processes. Please see the clinical education coordinator for more details.

Pre-Adverse Action Disclosure

The MSAT program reserves the right to revoke your acceptance into the program based on the results of your background check, site-specific drug testing requirements (as applicable), and/or failure to comply with stated deadlines. If the decision is made to revoke your acceptance based on information you provided to Castle Branch, then you will receive a pre-adverse action letter. Among other things, this letter will inform you of the three (3) day window to dispute the decision and/or respond to information in the report.

CPR Certification

You must maintain current Emergency Cardiac Care certification during your time in the program. You are responsible for submitting documentation of current certification through your Castle Branch profile. Proof of Certification in Emergency Cardiac Care is required to register for the Board of Certification Exam.⁴ Initial certification is offered through EXS 5010 – Athletic Training Clinical Skills Lab. You may also choose to update your certification outside of the program. You will be responsible for all costs associated with maintaining your certification.

Health Insurance

You must maintain personal health insurance coverage during your clinical education placements. Documentation of health insurance should be uploaded to your Castle Branch profile.

Professional Liability Insurance

You are covered by a professional liability insurance policy provided by the University and the Athletic Training Program at no additional cost to you. This policy only covers you during classroom and clinical education experiences associated with an academic course (didactic or clinical). You should consider purchasing your own professional liability insurance policy when participating in volunteer opportunities not associated with academic credit. Furthermore, professional liability insurance only protects you if you are acting within the scope of your duty. If you choose to act outside your scope of training, your coverage may be nullified.

EXPECTATIONS FOR CLINICAL EDUCATION

Your behavior while engaged in clinical education (both on and off-campus) is a direct representation of the MSAT Program. We expect the utmost professionalism from our students in order to sustain the reputation that faculty and alumni worked to build over the years. Therefore, you will be held to the following standards:

Attendance Policy

The clinical education experience is part of your coursework. Therefore, you are expected to arrive at your assigned clinical site on time and fulfill duties as discussed with your preceptors. Consistent tardiness and/or leaving a clinical site early is viewed as an unexcused absence in the associated course. An absence for sickness, personal, or family emergencies is counted as an excused absence if approved by your preceptor and/or the clinical education coordinator.

Clinical Placements

Clinical education experiences may be scheduled in mornings, afternoons, evenings, and over weekends and/or academic breaks. If a conflict arises, arrangements should be made with both your preceptor and clinical education coordinator.

The clinical immersive experience requires a minimum of 300 hours. A minimum of 150 hours is required for completion of all other clinical education experiences (i.e. practicum courses). If you do not complete the minimum number of hours by the end of the placement, you will be penalized per the evaluation guidelines (included below). It is your responsibility to track your hours on ATrack.

If you suspect you will be outside of the hour requirement (either over or under hours), you are responsible for presenting a plan of action to your preceptor. Your plan should also be approved by the clinical education coordinator. If you encounter difficulty scheduling the appropriate number of hours at your placement due to your preceptor's schedule, you should consult the Clinical Education Coordinator. Failure to contact the Clinical Education Coordinator in a timely manner may result in your clinical course grade being prorated for not meeting requirements.

Course Credit Hours	Minimum Number of Hours at Clinical Placement
4	150
8	300

The amount of clinical education hours required per week will vary depending on the clinical site. In general, you should expect to spend an average of 15-25 hours per week at your clinical site when school is in session. When school is not in session, and during your immersive clinical experience, you can expect to spend 40 or more hours per week at your clinical site. Regardless of the number of hours per week, you must have at least 1 day off in every 7-day period.

Traditional Settings (e.g. high schools, colleges)

The traditional setting for athletic trainers is placement with a competitive sports team. When placed at this type of setting, you are required to complete an entire athletic season (including pre-season) with the preceptor at the clinical site to which you are assigned. The post-season is separate from the regular athletic season. It is your choice to continue with your preceptor into the post-season. Post-season play is a unique experience; we highly encourage you to take advantage of this opportunity as it arises.

Emerging Settings (e.g. sports medicine clinic, hospital, etc.)

When athletic trainers are employed in settings that require them to provide healthcare to patients who are not competitive athletes, it is referred to as an “emerging” setting. This may include physician offices, hospitals, clinics, industries, or performing arts. When you are placed at non-traditional setting, you are responsible for completing a minimum number of hours based on the affiliated course. It is expected that you will develop a set schedule with your assigned preceptor.

Compensation

You must not accept monetary compensation for your clinical education. These experiences are part of your education and serve to prepare you for clinical practice. If you are offered compensation by a clinical site, please notify the clinical education coordinator.

Documentation - ATrack

ATrack (www.atrackonline.com) is an online document tracking service that you will use to document your clinical education (e.g. track your hours, set goals, etc.) All students are required to subscribe to ATrack. You may elect to choose either an annual subscription (currently \$45/year) or lifetime subscription (currently a one-time fee of \$90). The price of an ATrack subscription is determined by ATrack and is subject to change. You may verify the price at any time by visiting www.atrackonline.com and click on “Pricing”.

All clinical education paperwork should be submitted via ATrack. Proper documentation for clinical experiences is essential for our program records. Failure to document your hours in a timely manner or submit required documentation may result in a lowering of your final clinical course grade. **It is YOUR responsibility to set up a time to complete paperwork with your preceptor.** It is NOT the preceptor’s responsibility.

Dress Requirement

Professional dress is required for all activities in which you are representing the athletic training program. Refer to the Professional Dress Code Section of this handbook for more information.

Equal Opportunity

All students are eligible for placement at any of our affiliated sites, though some sites require additional screening (e.g. fingerprints, interviews) prior to placement. All site affiliation agreements include the expectation that neither the school nor the site will engage in discriminatory practices.

Evaluation

Your performance during your clinical education experience is factored into your clinical course grade. Your preceptor will complete an evaluation of you and review it with you at the middle and end of the placement. It is your responsibility to schedule your performance meeting with your preceptor.

Your preceptor will evaluate your foundational behaviors, knowledge, skills, abilities, and professionalism using a Likert scale on A-Track. The specific items are identical to those found in your self-evaluation. Rather than being graded on a simple x/5 scale, the evaluations are scored using a sliding scale. [5=100%, 4 =90%, 3 =83%, 2 = 70%, 1 =0%]

- 5** Outstanding- reserved for the truly "exemplary" student
- 4** Good- student demonstrates the attribute above the norm
- 3** Satisfactory- student satisfies criteria but should be encouraged to improve
- 2** Improvement Needed- below what is expected for a student at this level
- 1** Unacceptable- requires immediate referral to Clinical Education Coordinator

Prorated evaluations

If you do not meet the minimum number of hours for your clinical placement, your preceptor evaluation will be prorated by the percentage of hours you have completed.

For example: You completed 140/150 hours (93%). You received an 87% on your mid-point and a 94% on your end point. You will receive $87 \times .93 = 81$ on your midpoint and $94 \times .93 = 87$ on your endpoint.

Note: You are only eligible for a preceptor evaluation after you completed at least 75% of the required hours for that evaluation. (Midpoint = 75 hours; Endpoint = 150 hours) Therefore, you are eligible for midpoint evaluation only after 56 hours have been completed and you are eligible for your endpoint evaluation only after 113 hours have been completed. If you do not complete enough hours to be eligible for an end point evaluation, you will not receive any credit for that portion of the placement and your midpoint evaluation will also be prorated accordingly.

Hours

You are expected to track your clinical hours on ATrack. Hours should be logged on a weekly basis and submitted **by Sundays at midnight**. When entering your hours, it is helpful to designate what you learned/saw that day in the comments section. (Be sure to maintain your patient's/site's confidentiality when entering this information) It is also encouraged that you record patient contacts – how many meaningful interactions you had with patients that day.

Professionalism

Professional behavior is expected at all times. The act of maintaining professionalism is multi-faceted and involves 1) taking a proactive role in the daily activities as assigned by your preceptor, 2) appropriate interactions with patients, and 3) appropriate dress, among others.

Request for Additional Hours

On occasion, you may desire to gain additional experience at an event outside your current clinical placement or you may desire to assist a preceptor with an event after exceeding your hours for the week. In these situations, you should submit the Request for Additional Hours Form on ATrack. All requests must be approved by the clinical education coordinator and the supervising preceptor **before** you participate in the clinical experience.

Transportation

The cost of transportation to and from clinical education placements is your responsibility. Not all clinical sites are readily accessible by public transportation.

CLINICAL EDUCATION GUIDELINES

The following guidelines delineate your role during clinical education experiences. During these experiences, you must be directly supervised by a preceptor. Preceptors are licensed healthcare providers. Supervision is defined as a physically present preceptor with the ability to intervene on your behalf as well as on behalf of the patient, if the need arises. You must demonstrate competence in performing a skill prior to performing it on a patient(s). You are allowed to perform tasks as deemed appropriate by your preceptor. These can include (but are not limited to):

- Conducting injury evaluations
- Using electrical, sound, light or manual therapies
- Writing progress notes
- Initiating or modifying a rehabilitation plan

If you do not have the approval of their preceptor (verbal or written) to perform a task, it should not be performed. If a preceptor is NOT physically present and able to intervene on your behalf as well as on behalf of the patient, you should NOT render services to patients. **IF an emergency situation arises AND your preceptor is not physically present/able to intervene, you may CHOOSE to intervene as appropriate for your training. In this situation, you are acting as a Good Samaritan and not as a healthcare provider. While this type of experience may be educational, it should not be considered part of your clinical education.**

Note: There are times when you may be exposed to a concept while observing patient care in which you have not received formal education. In this case, the preceptor may instruct the skill and determine your competence through guided practice prior to allowing you to perform the skill on a patient.

EXTRACURRICULAR POLICY

At the heart of North Park University MSAT Program's mission is preparation for successful challenge of the Board of Certification (BOC) examination and transition to clinical practice. Therefore, the curriculum is designed to include a heavy didactic course load with clinical education placements at varying locations. These clinical education placements are an integral part of your education.

While there is some flexibility built into the curriculum, extracurriculars (athletics, employment, etc.) may be difficult to balance with program expectations and requirements. It is advised to discuss extracurriculars with the clinical education coordinator during your first term. While it is not guaranteed that the program can accommodate students' requests, individual circumstances will be considered when determining clinical placements. **(Please note: site, preceptor and setting availability are all limiting factors for placement flexibility.)**

The first term of the program does not involve a clinical placement though the didactic load is higher. The following three terms (fall, spring, spring) each have an associated clinical placement. We aim for each student to have one 6-8 week break between placements during the first year (August to August) The Clinical Intensive experience, which occurs during the fifth term (fall of year 2) is immersive to give you experience with the many facets of athletic training including the time commitment. It is exceptionally difficult to juggle other responsibilities during this term.

What is a Grievance?

A grievance is defined as “a complaint or strong feeling that you have been treated unfairly”.⁴ The North Park University Athletic Training Program expects most student grievances (either directed toward individuals at North Park or an affiliated site) can be handled informally via communication between faculty/staff and students. However, the MSAT Program recognizes there are certain circumstances in which a grievance may not be informally resolved, and further, formal attention must be considered. Therefore, the following procedures exist to assist the parties in appropriately pursuing a resolution to a problem.

ACADEMIC GRIEVANCE POLICY

The process outlined below applies to any grievance involving academic issues other than allegations of academic dishonesty. The procedure for addressing allegations of academic dishonesty can be found in the section titled “Academic Integrity” in the Institutional Policies section of this handbook.

Step 1: The grievance shall first be presented to the responsible faculty member for resolution. The grievance should be presented promptly and no later than five days after it arises. The grievance may be presented orally. The faculty member should investigate the relevant facts, as needed, and respond promptly.

Step 2: If the student is not satisfied with the faculty member’s response, the student may appeal to the division director within five days. The appeal may be presented orally or in writing. After consultation with the responsible faculty member, the department chairperson will communicate their determination or proposed resolution.

Step 3: If the student is dissatisfied with the response, the student may appeal to the dean with responsibility for the class out of which the academic grievance arose (i.e. the Dean of the School of Nursing & Health Sciences). The appeal must be taken no later than five days after the preceding response and shall be in writing. The appeal shall identify the issue, describe the prior steps taken to resolve the grievance, state the responses received at earlier steps, and set forth all the facts supporting the grievance, including any related documentation. The applicable dean will conduct an investigation as necessary. In addition, the Dean may consult with the responsible faculty member or may request both the student grievant and the faculty member to jointly meet with the dean. The Dean will promptly render a decision. In the event a meeting is requested, the student may seek the assistance and/or presence of another member of the North Park community to serve as a student advocate.

Step 4: If the student remains dissatisfied with the decision, the student may appeal to the Office of the Provost. The appeal must be taken no later than five days after the decision at Step 3 and shall be in writing. The appeal must summarize the decision at Step 3 and explain why that decision is being challenged. Copies of the Step 3 appeal, any written response, and any other related documentation shall be provided. The Office of the Provost shall make a decision based upon the record presented, and any additional investigation the provost deems appropriate. The decision of the provost shall be final and binding.

GRIEVANCE POLICY FOR CLINICAL EDUCATION

If you feel you have been treated unfairly in a matter related to your clinical experience, you must start the grievance procedure within 5 days of the incident:

Step 1 – Notify the person of focus (i.e. fellow student, faculty member, preceptor) of the grievance. The person of focus should listen with empathy and attempt to resolve the grievance in a timely fashion.

Step 2 – If Step 1 is unsuccessful, your next step is to notify the proper administrator. The following table will help you identify the proper administrator:

If you grievance is related to:	Notify the administrator:
Clinical Site/Preceptor	Clinical Education Coordinator
NPU Intercollegiate Athletics/ Athletic Training Services	Head Athletic Trainer

In the event your grievance is directed equally between multiple entities, all respective individuals should be notified. With your cooperation, the notified individual(s) will fully explore the issue in an effort to find a mutually satisfactory resolution and will attempt to provide a response within 5 school days. A meeting with all appropriate MSAT Program members may be conducted at this time in an attempt to address the issue.

Step 3 – If you feel the actions taken during step 2 (as described above) were unsuccessful, further formal grievances may be submitted through the educational hierarchy of the institution. To start this process, you must provide a written explanation of the grievance to the Division Director of the School of Nursing and Health Sciences and then, subsequently, to the Dean of the School of Nursing and Health Science.

This grievance procedure is intended to address the complaints directed toward individuals associated with the MSAT Program. This process shall not be used to challenge specific policies within the MSAT program. . If you would like to provide constructive criticism regarding program policies and procedures in the effort to strengthen the program, please contact the program director.

Additional Grievance Procedures as Stated in Academic Catalog

As stated on page 5 of this handbook, **the policies and procedures of the North Park University Undergraduate Student Handbook² may be applied to situations in which there is no programmatic policy.** This includes a number of grievance procedures through which you can raise and seek redress for what you may believe to be unfair, improper or discriminatory decisions, actions, or treatment. North Park University takes all grievances seriously and the athletic training program will adhere to the following institutional policies for its students:

1. If the matter involves an academic decision, the Student Academic Grievance Procedure applies.
2. If the matter involves an on-campus housing concern, students should contact the AT Program Director.
3. If the matter involves discrimination, harassment, bias and/or sexual assault, the Policy Against Discrimination, Harassment, Sexual Violence, Relationship Violence or Retaliation applies, and takes precedence over other grievance procedures that may also apply (e.g., a roommate is accused of sexual harassment).
4. If the matter involves a parking violation, the Parking Violations Appeals process applies.
5. If the matter involves a violation of the policies and community standards as outlined in the Undergraduate Student Handbook², regardless of graduate status, then the Student Conduct process applies.

PROFESSIONAL CONDUCT

Athletic training is a healthcare profession and is housed administratively within the School of Nursing and Health Sciences. Therefore, students are responsible for adhering to both school and program policies. These policies are aimed to protect both the student and the institution.

School of Nursing and Health Sciences Civility Policy

Civility is defined as an authentic respect for others that requires time, presence, willingness to engage in genuine discourse, and intention to seek common ground (Clark, 2010). In alignment with Provision 1.5 of the American Nurses Association's (ANA) Code of Ethics for Nurses with Interpretive Statements, which requires all nurses to create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students, and patients with dignity and respect" (p.4), students are responsible for exhibiting such behaviors in the campus environment, classroom, online, and in the clinical setting. Incivility will not be tolerated.

The following are examples of uncivil behavior and those serious behaviors considered beyond uncivil (List is not meant to be exhaustive):

- *Uncivil*
 - Holding conversations during class that distract others
 - Making sarcastic remarks or gestures
 - Making disapproving groans
 - Dominating class discussions
 - Acting bored or apathetic
 - Refusing to answer direct questions
- *Serious behavior/beyond uncivil*
 - Challenges faculty knowledge/credibility
 - Insults/taunts/disrespects others
 - Vulgarity directed towards faculty or students
 - Harassing comments to faculty or students
 - Inappropriate emails to faculty or students
 - Threats of physical harm to faculty or students
 - Actual physical harm to self or others

One or more of the following penalties may be imposed once incivility has been confirmed:

- Record of infraction placed documented within program files.
- Performance Improvement Plan developed in coordination with program faculty
- Failing course grade
- Referral for counseling/psychiatric evaluation
- EARS report
- Dismissal from the program

Progressive Action Process to be followed in the event of uncivil (or beyond uncivil) behavior is outlined below:

Step 1- First Episode: Instructor meets one-on-one with student to point out what was observed, with plan for follow-up; writes up the meeting and places report in program files (with copy to the student); reports it to program faculty after meeting with student; in the event of a serious infraction, the program director may be involved in discussion with student and faculty; the program faculty may decide a letter to student is warranted.

- The following is to be included in the report for faculty and student file, and in report to the program faculty in accordance with the Program Incident/Infraction Report in Appendix I
 - Date behavior was observed
 - Nature of behavior
 - Date of discussion
 - Discussion points made by observing faculty member
 - Response of student
 - Recommendation(s) made by the observing faculty member
 - Plan for follow-up, as needed
 - **Signatures of faculty and student**

Step 2 – Second Episode: Instructor observes uncivil behavior; checks the student's file and notes behavior was reported earlier.

- Instructor reports to program faculty after meeting with student and writing up the meeting for placing in student file (with copy to student) as above
- Program faculty may decide a letter is warranted; letter will be developed on behalf of the AT program; both instructor and program director will meet with the student to share the letter and discuss consequences

Step 3 – Repeat Episode: Instructor observes uncivil behavior; checks the student's file and notes behavior was reported earlier and the student received a letter from the program faculty.

- Instructor reports to program faculty after meeting with student and writing up the meeting for placing in student file (with copy to student) as above
- Program faculty may decide a Performance Improvement Plan (PIP) is warranted; instructor develops the plan; both instructor and program director will meet with the student to discuss the PIP

Guidelines for meetings between student and program faculty related to incivility:

- Meetings are not to be taped
- Student has the right to assistance from an advocate

MSAT Program Policies

As an athletic training student, you are a direct representation of the profession. Therefore, to function as healthcare professionals, all members of the program must understand the importance of professionalism. Professionalism is portrayed in a variety of ways. For example, it is portrayed through communication with patients (including student-athletes), peers, coaches, departmental personnel, other medical professionals, and physicians. In addition to communication, professionalism is also exemplified in one's dress and overall behavior. The respect gained through professionalism can be crucial to an effective overall performance.

Communication with Preceptors

You should always communicate with your preceptor in a professional manner. Unless otherwise specified, email is the preferred method of communication. **You should copy (i.e. cc) the clinical education coordinator on all email communication with your preceptor.** Unless it is an emergency situation, you should not email your preceptor outside of normal working hours.

You should not text your preceptor unless specifically instructed to do so. Then, you should only text your preceptor within normal working hours. You should never text your preceptor between the hours of 9pm and 8am unless specifically instructed to do so (e.g. to let them know you arrived safely, update on a patient's condition, etc.). **Even in the case of an emergency, email is the assumed standard preferred method of communication** unless communicated differently by your preceptor. Additional information regarding appropriate professional communication is outlined in the program policy section of this handbook.

Communication with Other Healthcare Providers

As part of your academic experiences, you are provided the opportunity to learn alongside physicians and other healthcare providers. You are encouraged to both observe and ask questions; however, discretion should be used to determine the appropriate timing of your observation/questions so that you do not interfere with their work. For example, you should be mindful of the provider's process and use appropriate tact when asking questions so as to not interrupt the evaluation process or infringe on the care of patients.

Communication with other Clinical Site Personnel

You are a representative of the NPU MSAT Program. Please communicate respectfully with other personnel at your site (e.g. administrators, support staff, etc.)

Communication with Patients

You will communicate with a variety of patients during your clinical education experiences. In some cases, you may consider your patients as peers outside the athletic training facility.

Regardless, your communication with patients should be friendly yet professional. Always take care to maintain the patient's respect by displaying a professional demeanor.

Communication with Visiting Teams

Visiting teams are guests of North Park University. As such, we should treat their coaches, student-athletes, administrators, medical staff, and fans with respect and professionalism. You may be tasked with introducing yourself and the rest of the medical staff to the coaches and/or members of the medical staff of the visiting team. When tasked with doing so, you should include your name, your level of training as a learner, the supervising AT's name, and a brief description of what is available for medical services at that venue (e.g. athletic training services, ambulance, physician, ice, water). Serving as a host for a visitor on campus is a reflection on you as an individual as well as on the entire program.

Precautionary Steps

To promote safety, security, and accountability in patient care, you should use the two-person pairing system during your patient care activities. This means, another student or a preceptor should be present when you provide care to patients. Unless there is an emergency situation, a patient's private space (i.e. locker room, patient room) should not be entered unless both 1) permission is granted AND 2) there is a medical need to do so. In an emergency setting, permission to enter may be assumed. In addition, doors to the athletic training facility should remain open whenever feasible. If a more sensitive matter is being discussed, the conversation should occur in the Helwig physician office with two providers present or with the blinds open.

Confidentiality

All information obtained during your placement at a clinical site is privileged. Each patient (including non-injured student-athletes) has the right to maintain their confidentiality. At no time is it acceptable to discuss a patient's medical condition and/or health history with anyone other than the appropriate athletic training/medical staff.

Any unauthorized discussion of a patient's medical status or unauthorized access of a patient's medical records will break down trust and mutual respect. This includes, but is not limited to, details of a patient's health, circumstances surrounding a clinical site, or athletic team's performance/outlook.

In addition, you are only allowed to access the medical records of a patient under your care for evaluation or treatment purposes. You must never access individual medical records unless there is a medical need to do so. Finally, when conveying information about a specific case for an educational purpose (i.e. during class, discussions with faculty, educational assignments), you should not use any personal identifiers (i.e. names, position, etc.).

Medical information is federally protected by the Health Information Privacy and Accountability Act (HIPAA) and the Federal Education Rights and Privacy Act (FERPA). Failure to follow the confidentiality policy is grounds for termination from the MSAT Program. **Failure to maintain confidentiality may result in removal from the placement or the MSAT Program.**

Dress

The expectations for professional dress are described in the Professional Dress Code (below).

PROFESSIONAL DRESS CODE

You are representatives of the athletic training profession and North Park University. For this reason, you must adhere to a standard of dress that is representative of a healthcare professional. This includes practicing good hygiene and erring on the side of modesty. The dress code should be followed at all times during clinical education experiences: on campus, off campus and when traveling* with an athletic team. The dress code guidelines are as follows:

Acceptable	Unacceptable
<ul style="list-style-type: none"> • Wind Pants (school colors[#]) • T-shirts (plain, NPU, NATA, sports medicine related) • Business casual pants (khaki, navy, black, etc.) • Shorts (appropriate length, good condition) • Mesh shorts (school colors) • Hats – only outdoor & NPU logo/solid school colors • Functional, closed toe footwear • Outerwear in solid school colors or with NPU/AT logos (exceptions may be made for extreme weather) 	<ul style="list-style-type: none"> • Sweat Pants • T-shirts (other logos/writing) • Jeans (except for Friday-Sunday practices) • Shorts of inappropriate length • Shorts of inappropriate fit (i.e. tight, low riding) • Inappropriate headwear (hats worn indoors or backwards, not a school color) • Inappropriate footwear, (e.g. open toed, prohibit or unsafe for running) • Clothing that is not well maintained (e.g. ripped, dirty) • Hair styles that interfere with patient care • Unkempt facial hair • Scent, make-up or jewelry that interfere with patient care

*Travel Attire should be consistent with the team's dress code.

[#]School colors: blue, black, gray, white, yellow

Game Day Attire: NPU Athletic Training Game Day Polo & Khakis (shorts/pants) unless otherwise specified by the preceptor.

Your preceptor will make the final decision regarding the appropriateness of your appearance. You may be asked to change your appearance if deemed inappropriate. If you have specific questions regarding the dress code, please see the Clinical Education Coordinator.

NATA Code of Ethics

The National Athletic Trainers' Association Code of Ethics outlines the principles of ethical behavior that should guide the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles are written generally, and the circumstances of a situation should determine the interpretation and application of a given principle and of the Code as a whole. Since it is a guide, the principles are not intended to cover every situation encountered by the practicing athletic trainer. Instead, it is meant to represent the spirit with which athletic trainers should make decisions. When a conflict exists between the Code of Ethics and local, state or federal laws, the law prevails.

Principle 1: Members Shall Practice with Compassion, Respecting the Rights, Welfare, and Dignity of Others

1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

Principle 2: Members Shall Comply With the Laws and Regulations Governing the Practice of Athletic Training, National Athletic Trainers' Association (NATA) Membership Standards, and the NATA Code of Ethics

2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.

2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.

2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.

2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

Principle 3. Members Shall Maintain and Promote High Standards in Their Provision of Services

3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.

3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

Principle 4. Members Shall Not Engage in Conduct That Could Be Construed as a Conflict of Interest, Reflects Negatively on the Athletic Training Profession, or Jeopardizes a Patient's Health and Well-Being.

4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

ATHLETIC TRAINING'S SHARED PROFESSIONAL VALUES

Established from research conducted by the NATA Professional Responsibility in Athletic Training Committee in 2020, the following are the five shared professional values of athletic training.

Caring & Compassion is an intense concern and desire to help improve the welfare of another.

Sample behaviors include:

- 1) Listening for understanding and a readiness to help.
- 2) Focusing on achieving the greatest well-being and the highest potential for others.
- 3) Spending the time needed to provide quality care.

Integrity is a commitment that is internally motivated by an unyielding desire to do what is honest and right.

Sample behaviors include:

- 1) Providing truthful, accurate and relevant information.
- 2) Abiding by the rules, regulations, laws and standards of the profession.
- 3) Using applicable professional standards and established policies and procedures when taking
action or making decisions.

Respect is the act of imparting genuine and unconditional appreciation and value for all persons.

Sample behaviors include:

- 1) Engaging in active listening when communicating with others.
- 2) Acknowledging and expressing concern for others and their well-being.
- 3) Acting in light of the belief that the person has value.

Competence is the ability to perform a task effectively with desirable outcomes.

Sample behaviors include:

- 1) Thinking critically, demonstrating ethical sensitivity, committing to evidence-based practice,
delivering quality skills and effective collaboration.
- 2) Making sound decisions while demonstrating integrity.
- 3) Ongoing continuous quality assessment and improvement.

Accountability is a willingness to be responsible for and answerable to one's own actions.

Sample behaviors include:

- 1) Acknowledging and accepting the consequences of one's own actions.
- 2) Adhering to laws, codes, practice acts and standards that govern professional practice.
- 3) Assuming responsibility for learning and change.

HEALTH CARE POLICIES

Communicable Disease Policy

The purpose of the North Park University MSAT Program Communicable Disease Policy is to protect your health and safety while enrolled in the MSAT program, as well as the patients you come in contact with during your didactic and clinical education experiences. In this policy you will find information regarding:

1. Risk of exposure
2. Examples of communicable diseases as defined by the Centers for Disease Control (CDC)
3. Procedures to take if you suspect you have a communicable disease
4. Guidelines for prevention of exposure/transmission/infection of communicable disease
5. Other communicable disease policy guidelines or considerations

Risk of exposure

You may be exposed to a variety of different microorganisms capable of passing from one individual to another and cause infection in a healthcare facility, or anywhere athletic training services are provided. With the proper precautions, the spread of communicable disease in the athletic training setting may be controlled.

Examples of communicable diseases as defined by the CDC

- Human Immunodeficiency Virus (HIV)
- Influenza
- Covid-19 (Coronavirus)
- Viral Hepatitis
- Measles
- Mumps
- Rubella
- Pneumonia
- Mononucleosis
- Tuberculosis
- Pertussis
- Varicella zoster (Chickenpox)
- Methicillin-resistant Staphylococcus Aureus (MRSA)

Procedures if you suspect you have a communicable disease

1. If you are diagnosed with, or suspect you have, a contagious or potentially contagious disease or infection, you should report your symptoms to your preceptor immediately and notify the MSAT Clinical Education Coordinator. Do NOT report to the athletic training facility until you have received permission from either your preceptor or the clinical education coordinator.
2. The preceptor and/or Clinical Education Coordinator will advise you on the proper participation for didactic and/or clinical education and may require you to visit NPU Health Services or your primary care physician.
3. If a referral to medical services is deemed necessary, that healthcare provider will ultimately determine your ability to continue in the clinical setting. If the illness is severe (i.e. Causes you to miss more than five days of class or clinical rotation) a doctor's release may be required to return to your educational requirements (i.e. class, clinical placement).
4. If you think you were exposed to a potential infection during a clinical experience, you should report the exposure to your preceptor and the NPU ATP Clinical Education Coordinator.

Guidelines for prevention of exposure, transmission, and infection

1. You must successfully complete annual bloodborne pathogen training prior to engaging in formal clinical experiences.
2. As an athletic training student, you should practice universal precautions and utilize appropriate personal protective equipment when you come into contact with bodily fluids, open wounds or mucus membranes. Examples of personal protective equipment include gloves, gowns, masks, eye protection and breathing barriers.
3. Frequent hand-washing and practicing good hygiene can help prevent transmission and self-infection and should be performed regularly. This includes proper care for your own open wounds and cuts.
4. Use appropriate personal protection equipment for all bandages, towels, syringes, or other materials that come in contact with bodily fluids and properly dispose of in the appropriate biohazard or sharps container.

Other communicable disease policy guidelines or considerations

1. While engaged in clinical education at an off-campus site, you should follow the communicable disease policy of that site. (If there is no site-specific policy, you should follow the general NPU ATP Communicable Disease Policy.)
2. The North Park University MSAT Program's Communicable Disease Policy is in accordance with the University's policy on communicable diseases as stated in the Employee Handbook:

- a. *“North Park recognizes that employees who contract various communicable diseases (including but not limited to contagious diseases such as hepatitis B, mononucleosis, tuberculosis, auto immune deficiency syndrome (AIDS), etc.) may wish to continue in as many of their normal pursuits as their condition allows. As long as you are able to meet the performance standards of your job and medical evidence indicates that your condition is not a danger to others, supervisors and co-workers should be sensitive to and make reasonable accommodation for the needs of employees with such illnesses. At the same time, North Park is committed to providing a safe workplace for all employees and students.”*
- b. *“If you are sick, you must notify your department supervisor at the beginning of each workday during the period of absence unless a physician has barred you from work for a specified period of time and you have communicated this to your supervisor. If you are out for more than five workdays, you may be required to obtain a doctor's slip/release in order to return to work.”*

Access to Health Care Services

As a North Park University Student, you may access Health Services (located at 3317 W. Foster Ave) during their business hours, which are Monday through Friday from 8:30 am to 4:30pm during the fall and spring semesters when classes are in session. The nurse's clinic hours change each semester; please consult the website (www.northpark.edu/healthservices) or call (773) 244-4897 for the current semester's hours. Services provided include: assessment and treatment, consultation and referral, and immunization compliance guidelines.

If indicated, student referral will be made to the nearest immediate care center, students will be responsible for charges. Any additional services such as laboratory tests or procedures will also be the student's responsibility.

If you need care during the summer, on nights, weekends or when school is not in session, see the table below:

Situation	Resource	Address/Website
Emergency	City of Chicago Emergency Response Team	911
	Swedish Hospital Emergency Department	Corner of Foster and California Avenues (6 blocks east of campus)
General Health Concern (non-emergent)	Swedish Medical Group	5215 N. California Ave (6 th floor) (773) 878-3627
Non emergent healthcare concerns that cannot wait for appointment with Swedish Covenant Medical Group (i.e. sutures, suspected fracture, high fever)	Swedish Immediate Care Center (2 locations)	6141 N. Cicero Ave. (773)293-8788 2019 W. Irving Park Rd (773)293-8787
	Walgreens Take Care Clinic	5625 N. Ridge Ave (near North Broadway and Bryn Mawr) (800)323-8622 (press 3, then 2)
	CVS Minute Clinics (2 locations)	2112 W. Peterson Ave (inside Target) (866)389-2727 4051 N Lincoln Ave (866) 389-2727
Additional Guidance on NPU Health Resources for Students	North Park Website – Health Services FAQ	https://www.northpark.edu/campus-life-and-services/student-success-and-wellness/health-services-center/faq/#1525892514160-70e27241-ba68

Access to Behavioral and Mental Health Services

The following is a list of resources provided to assist you with a variety of behavioral or mental health needs. The hours of operation vary by service. Any costs incurred as a result of accessing these services are your responsibility.

Resource	Description	Website
North Park University Counseling Center	Offers mental health consultations, individual counseling, group counseling, and referrals	https://www.northpark.edu/campus-life-and-services/student-success-and-wellness/counseling-support-services/
North Park University Title IX Program	Investigates equal opportunity violations and sexual violence on campus. Offers resources for coping with sexual violence	https://www.northpark.edu/about-north-park-university/title-ix/
Violence Prevention Program (Swedish Covenant Hospital)	Offers resources for individuals impacted by domestic violence, human trafficking, and sexual assault such as counseling, legal services, case management, housing, economic empowerment and drug/alcohol treatment	https://swedishcovenant.org/community/violence-prevention-program/about-our-violence-prevention-program
The Kedzie Center	Provides individual, family and group therapy, psychiatric consultation, and guidance in identifying and accessing community resources.	https://www.thekedziecenter.org/
Trilogy Behavioral Healthcare	Offers a wide variety of behavioral and mental health services including counseling, psychiatric consultation, substance abuse treatment and recovery counseling.	http://www.trilogyinc.org/
Howard Brown	Offer programs to help assist individuals of the trans and gender nonconforming communities with their unique health needs	https://howardbrown.org/programs-services/transgender-health/
Center on Halsted	Offers programs for the LGBTQ community to meet their behavioral needs including therapy, referrals, and connecting with services, community resources. Provides clinical training opportunities for students interested in LGBTQ clinical competence.	http://www.centeronhalsted.org/behavioralhealth.html
Intraspectrum	Provides private and group counseling to all populations regardless of sexual orientation or gender identity. Can assist with social skill development, self-esteem, and comfort/connection in social situations.	https://intraspectrum-chicago.com/
Resilience	Provides sexual assault victims with crisis intervention, medical and legal advocacy and trauma therapy services	www.ourresilience.org
Porchlight Counseling	Provides free counseling to college students who have experienced sexual assault on Chicago campuses.	www.porchlightcounseling.org/

Annual Bloodborne Pathogen Training

CAATE-accredited Athletic Training Programs require all students to undergo yearly Bloodborne Pathogen training. For students in the professional program, this training takes place via an online medium accessible through Canvas or ATrack and is assigned as part of summer courses each year. Prospective students must successfully complete blood borne pathogen training prior to completing observational hours. Students in the professional portion of the program must successfully demonstrate their knowledge annually prior to participating in clinical education activities. The content of the session varies slightly year to year, to ensure only the most up-to-date information is presented.

Bloodborne Pathogen Control Plan

The North Park University MSAT Program shall take every foreseeable precaution to protect its employees and students from the health hazards associated with occupational exposure to pathogenic organisms present in blood or other bodily fluids.

You should use universal precautions (i.e. treat every patient as if they are contaminated) in order to prevent contact with blood, blood products, or other potentially infectious materials. In addition, all materials used to treat a patient will be cared for as if it is infectious regardless of the perceived status of the source or source individual.

As a student, you are required to complete yearly mandatory training and procedures as included in the MSAT curriculum as outlined below. This training is based on guidelines set forth by the department of Occupational Safety and Health Administration (OSHA), specifically Standard 29 CFR 1910.1030 (Bloodborne Pathogens) and Standard 29 1910.1200 (Hazard Communication) as well as in accordance with the associated regulations set forward by the NCAA Sports Medicine Guidelines Handbook and the Commission on Accreditation of Athletic Training Education (CAATE) standards.^{3,6,7}

Education

You must participate in a bloodborne pathogen training session prior to engaging in any clinical experiences. Mandatory bloodborne pathogen training session is held annually prior to the fall semester.

Equipment and Use

Each athletic training facility contains extra biohazard supplies beyond what is included in each athletic training kit. These supplies include gloves, biohazard bags, face shields, eye protection, breathing barriers, cleaning agents, and blood spill kits. These items are available to you at no cost.

Routine use of personal protective equipment is required to prevent skin and mucous membrane exposure in all cases where contact with the skin may occur. Gloves should be worn at all times when handling blood, body fluids, mucous membranes, broken skin, wound dressings, and when handling soiled surfaces. You must wash your hands and apply new gloves

after treating each individual patient. Gloves are readily available in all athletic training facilities. It is your responsibility to carry gloves with you when in the clinical or field setting.

A protective barrier should be used when performing mouth-to-mouth resuscitation. A pocket mask or micro shield is available in each athletic training kit. Masks are also available in all NPU athletic training facilities.

Disposal

Discard soiled soft items in a biohazard container located in either of the NPU athletic training facilities. Biohazard bags are red and are placed in an enclosed container marked with a biohazard sticker.

Discard all sharp items (e.g. scalpels, shark blades, syringes, and glass products) in a sharps container. For your protection, needles should not be recapped or removed from the syringe. Sharps containers are red and marked with a biohazard sticker. Sharps containers can be located in both of the NPU athletic training facilities.

Biohazard materials are regularly scheduled for drop off at NPU Health Services and are properly disposed.

Decontamination

Items should be immediately decontaminated if exposed to potentially infectious materials. Immediately wash your hands or any uncovered skin if exposed to any body fluids. In the absence of a washing station, skin should be cleaned with antiseptic (i.e. hand sanitizer containing a minimum of 70% isopropyl alcohol) immediately. Then, you should wash your hands/exposed skin with soap and running water as soon as feasible following an exposure. Hand washing facilities are available in the Carlson Athletic Training Facility, Helwig Athletic Training Facility, in each athletic locker room and in all of the public restrooms. If the exposure occurs outdoors, hand sanitizer is available in the athletic training kits.

All soiled (i.e. exposed to blood or other bodily fluids) equipment or work surfaces (e.g. counter tops, treatment tables, taping tables, and whirlpools) should be treated as if they are contaminated and cleansed with an approved disinfectant (1-part bleach to 10 parts water, Cavicide, or other suitable cleaner). Regular and routine cleaning of these surfaces should also be practiced.

Uniforms or towels exposed to, but not saturated with, blood must be contained and cleansed as outlined by the “Blood on Uniform” procedures located in the Athletic Training Services Policy & Procedure Manual.

Hepatitis B Vaccination

All students are at risk for exposure to hepatitis B and must provide proof of vaccination or sign a declination waiver. Please upload documentation of this requirement to your Castle Branch profile.

Records

The Athletic Training Program Director will maintain all required records pertaining to the bloodborne pathogen control plan.

Bloodborne Pathogens Post-Exposure Control Plan

Post-Exposure and Follow-up

If you are exposed to blood borne pathogens, immediately report it to your supervisor. You should also report the incident to your preceptor and the Clinical Education Coordinator.

If the incident occurs while on the campus of NPU, you should report to NPU health services or the Swedish Hospital Emergency Room for evaluation. **In the event that an exposure incident occurs at an off-campus affiliated site, you should report to the nearest Emergency Department or their Primary Care Physician for medical direction.**

If you are exposed to blood or bodily fluids, you will be offered a “post exposure evaluation and follow-up plan” in accordance with OSHA standard. The follow-up plan will include the following:

1. Written documentation of the route of exposure and the circumstances related to the incident as soon as feasible following exposure. Please submit a copy of this documentation to the Clinical Education Coordinator. If you are staff or faculty, please also submit a copy to Human Resources.
2. If the incident involved a puncture or cut from sharps, the area should be exposed, expressed (i.e. encourage bleeding if the wound is small) and thoroughly washed with soap and water for 15 minutes. If soap and water are not available, then an antiseptic (solution, wipe, spray) should be used. Wash area with soap and water as soon as it is available.
3. Wash any area exposed to blood or other bodily fluids with tepid water and soap for at least 5 minutes. Alcohol-based hand rinses, gels, foams (containing 65+% alcohol) should be used on intact skin when water is not available. Wash area with soap and water as soon as it is available.
4. If blood or bodily fluids splash into the eyes, irrigate eyes with clean water or commercially available eyewash solution for 15 minutes.
5. If possible, the source of exposure (e.g. bleeding individual) should be identified. After consent is obtained from the source of the exposure, their blood should be tested for HIV/HBV infection.
6. Results of the source individual’s blood test will be made available to you (i.e. the exposed individual) once you are informed about the applicable laws and regulations concerning disclosure of the identity and infection of the source individual.
7. You will be offered the option of a blood testing to determine your HIV/HBV serological status.

8. In the event of an exposure, the Program Director is ultimately responsible for ensuring that the policy outlined above is effectively carried out as well as to maintain records related to this policy.

Once these procedures are completed, a qualified healthcare professional of your choosing should determine your medical status and ability to return to classes and/or work. This evaluation should include any reported illness, as well as, the outcomes of recommended treatment.

Review

You are required to attend annual training on blood borne pathogen including the post-exposure control plan. In addition, the Post-Exposure Control Plan will be reviewed annually by the Program Director and Director of Human Resources, to ensure it is up to date and in accordance to OSHA regulations.

UNIVERSITY POLICIES

Academic Integrity

Academic dishonesty runs counter to the goals and ideas of every educational institutional, will not be tolerated at North Park University, and may result in dismissal from the University. Appropriate designated authorities within the University will judge cases of alleged academic dishonesty according to the principles, policies, and procedures outlined in the Student² and Faculty Handbooks.

Categories and Definitions of Academic Dishonesty

Cheating on Quizzes, Tests, and Examinations

Individual or group activity for the purpose of dishonestly obtaining and/or distributing testable information prior to, during, or after an examination. Examples of dishonest activities include, but are not limited to, the following:

- Looking at an examination paper or answer sheet of another student.
- Obtaining, prior to administration of a test, unauthorized information regarding the test.
- Possessing or distributing a test prior to its administration, without the expressed permission of the instructor.
- Using any unauthorized materials or equipment during an examination.
- Cooperating or aiding in any of the above.

Plagiarism

Any attempt to represent the words or ideas of another (whether published or unpublished) as one's own. Examples of such activities include, but are not limited to, the following:

- Using the words of a published source in a written exercise without appropriate documentation.
- Presenting as one's own original concepts, ideas, and/or arguments of another source.
- Presenting as one's own another's computer programs, scientific research, or artistic creations without properly acknowledging the source of such materials.
- Multiple submissions of one's own original work (self-plagiarism).

Alteration of Academic Records

Examples include, but are not limited to, the following:

- Changing documentation in Student Administration Services (by computer or other means).
- Changing entries in an instructor's grade book.
- Changing an answer to an already-graded academic exercise in order to falsely negotiate for a higher grade.

Sabotage

Examples include, but are not limited to, the following:

- Stealing, destroying or altering another's academic work (such as an artwork, computer program, a lab experiment or report, a paper).
- Hiding, mis-shelving, mutilating, or otherwise abusing library materials to keep others from using them.

Substitution

Using a proxy, or acting as a proxy, in an academic exercise. Examples of substitution include, but are not limited to, the following:

- Taking an examination for another study.
- Doing homework assignments for another student.

Judicial Procedures for Cases of Academic Honesty

The instructor, on becoming aware of a possible instance of academic dishonesty, shall:

1. Notify the student of the charge against them.
2. Report findings to the appropriate academic dean in the Schools and for the College of Arts and Sciences, the University Dean in the Office of the Provost.

A student or staff or faculty member who has knowledge of academic dishonesty should report this knowledge to the instructor of the course and to the University Dean.

The appropriate dean, on receipt of the instructor's report, shall:

1. Convene a meeting with the instructor and student.
2. Evaluate the instructor's evidence and hear the student's response.
3. Determine if an infraction has occurred and if so, the appropriate penalty, taking into consideration the instructor's recommendations.
4. Inform the student of their right to appeal.
5. Inform and provide a written copy of the final report to the Dean of Students and the University Dean in the Office of the Provost.
6. Keep appropriate records of each case to its completion.

One or more of the following penalties may be imposed once academic dishonesty has been confirmed (previous infractions will be considered in the imposition of such penalties):

- A record of the infraction placed in the student's permanent record file.
- A failing grade on the examination, paper, or project.
- A failing grade in the course.
- Exclusion from participating in the athletic, musical or other extra-curricular programs of the university.
- Suspension from the University for an appropriate period.
- Dismissal from the University.

The student may:

1. Accept the decision and penalty.
2. Appeal the decision to the Academic Judicial Committee. The written appeal must come within two weeks of notice of the decision.

Upon timely appeal, the Academic Judicial Committee shall be convened at a time determined by the appropriate academic dean. The committee shall consist of:

- Three faculty members appointed by the appropriate academic dean.
 - At least one of these faculty members shall be from among faculty not currently teaching the charged student.
 - At least one of these faculty members shall be from the division or school offering the course.
- Three student members nominated (together with two alternates) by the president of the Student Government Association.
- The vice chair of the faculty, who shall preside and cast a vote in the event of a tie.

The charged student has the right to challenge one student and one faculty member on the committee; this challenge must be exercised within 24 hours of the student's receipt of the list of the members on their committee and be done in writing to the appropriate academic dean. The student may have one advisor (student, staff, or faculty) of their choosing to sit with them throughout the hearing. Witnesses will not be present for the entire hearing. The hearing will not be public.

The academic Judicial Committee may:

- Reverse the finding and dismiss the case.
- Confirm the finding and the penalty imposed.
- Confirm the finding and alter the penalty.

Upon finding of a second offense, the student will be referred to the Dean of Students as a student conduct issue.

Policy Against Discrimination, Harassment, Sexual Misconduct, Relationship Violence and Retaliation

In accordance with Title IX and Equity policies, North Park employees who become aware of any incident of discrimination, harassment, or retaliation based on sex, gender—including pregnancy or related medical conditions—and other protected classes are required by policy to notify North Park University's Title IX & Equity Team by submitting a report [here](#).

The Title IX coordinator will respond and manage concerns about students. The senior director of Human Resources will respond to and manage concerns about employees.

You can obtain more information at the [Title IX](#) and [Equal Opportunity](#) web pages.

Regarding Students with Disabilities

With respect to students with disabilities, the Center for Student Engagement at North Park University holds the following mission: “to provide and coordinate support services and reasonable accommodations to aid students with disabilities in the transition to post-secondary education and the independent use of existing resources.” The ADA considers three categories of people with disabilities:

1. A person who has a physical or mental impairment that substantially limits one or more of the major life activities of that person;
2. A person who has a record of such an impairment; and
3. A person who, while not actually disabled, is regarded as having such an impairment.

Major life activities may include walking, speaking, seeing, hearing and working. Disabilities covered by legislation include, but are not limited to cancer, cerebral palsy, head injuries, hearing impairment, learning disabilities, psychiatric disorders, speech impairments and visual impairments. Students with a disability who believe that they may need accommodations in this class are encouraged to contact the School of Nursing and Health Sciences office at (773) 244-5680. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. If needed, appointments can be relocated.

North Park University seeks to create a community where each person may develop academically, socially, and spiritually. The University is committed creating a fully inclusive environment that allows for participation of people with disabilities in all aspects of university life. Support services and reasonable accommodations to aid students with disabilities are coordinated by the Division of Student Engagement and the Disability Access Specialist.

If your North Park University accommodations are already established, please share your accommodation letter with your instructor at the beginning of each course. At this time, you should discuss how your accommodations will be implemented during the course.

If you have a permanent disability or temporary health condition that requires accommodations and your accommodations are not yet established, please contact the Disability Access Specialist by email (ada@northpark.edu), phone (773-244-5737), or stop by the Center for Student Engagement, located on the first floor of the Johnson Center as soon as possible.

In addition to on-campus instruction, accommodations are also available for internships and clinical experiences (on- and off-campus). Establishing accommodations in an internship or clinical experience is a collaborative process between student, Clinical Education Coordinator, Disability Access Specialist, and preceptor. If you would like to request accommodations to assist in the fulfillment of your internship or clinical experience(s), please contact both the Athletic Training Clinical Education Coordinator and the North Park University Disability Access Specialist to discuss your needs.

Additional information may be found at <http://www.northpark.edu/Admissions/Undergraduate-Admissions/Admitted-Students/Disability-Services>

Please note you submitted a technical standard form as part of your formal application to the athletic training program. If you need to update this form, please contact program personnel. (See Technical Standards form in Appendix A for more details.)

APPENDIX A: TECHNICAL STANDARDS FOR ADMISSION “FORM A”

The Athletic Training Program at North Park University is rigorous and demands you meet specific requirements. It is the program’s objective to prepare you, upon graduation, to render care to a wide spectrum of individuals engaged in physical activity in the employment setting of your choice. The technical standards set forth by the Athletic Training Program establishes the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). If you are admitted to the Athletic Training Program, you must meet the following abilities and expectations. In the event you are unable to fulfill these technical standards, with or without reasonable accommodation, you will not be admitted into the program. **Compliance with the program’s technical standards does not guarantee a student’s eligibility for the BOC exam.**

Candidates for selection to the Athletic Training Program must demonstrate:

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 education 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.

As a candidate for selection to the Athletic Training Program, you are required to verify you understand and meet these technical standards or testify that you believe, with certain accommodations, you can meet the standards.

If you believe you need accommodations to meet the program's technical standards, the Center for Student Engagement will evaluate your application to confirm the need for accommodation as well as determine if the stated condition qualifies as a disability under applicable laws. As part of this review, the University will determine whether it agrees that you can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable and if the requested accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

If you believe you meet all the technical standards as stated above WITHOUT accommodation, please sign the following statement:

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program. I also understand that if I am unable to meet these standards in the future, I must submit a request for reasonable accommodations, or I may not be able to continue in the program.

Signature of Applicant

Date

Printed Name

Alternative statement for students requesting accommodations:

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Center for Student Engagement to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program. I also understand that if I am unable to meet these standards in the future, I will not be able to continue in the program.

Signature of Applicant

Date

Printed Name

APPENDIX B: PRECEPTOR RESPONSIBILITIES

The North Park University Athletic Training Program is committed to providing students with quality didactic and clinical instruction. In accordance with the CAATE 2020 Standards³, we expect the following from our preceptors:

A preceptor must:

- Orientate students to facility policy & procedures and EAPs
- Supervise students during clinical education experiences.
- Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the CAATE and NPU.
- Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care.
- Provide assessment of athletic training students' clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care.
- Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.
- Demonstrate understanding of and compliance with the program's policies and procedures.

APPENDIX C: THERAPEUTIC EQUIPMENT SAFETY POLICY

All modality units used in clinical education will be calibrated annually. They will be used according to manufacturer instructions and current best practice guidelines.

APPENDIX D: CASTLE BRANCH INFORMATION

The MSAT Program uses Castle Branch, a background screening and compliance management company, to ensure compliance with CAATE standards³ and as outlined in the affiliated site requirements. As a student, you will be provided more detailed information about Castle Branch via email.

The Castle Branch site for North Park Athletic Training students can be accessed via: <https://portal.castlebranch.com/NU28>. When selecting a function (e.g. uploading medical documentation, ordering a background check), please be sure to use the appropriate package code specific to North Park. Package codes are listed by function as outlined below.

Medical Document Manager

Our unique Castle Branch package code for uploading medical documentation is **NU28im**. This can be entered in the top right-hand corner of: <https://mycb.castlebranch.com/>.

Use of the Medical Document Manager necessitates a one-time fee of \$53.* This document manager allows you to upload your immunization record and annual TB test and influenza vaccine, physical examination, CPR certification, release of information form, Technical Standards A, Confidentiality Statement, OSHA/Communicable Disease, Verification of Understanding Form, and CAATE Waiver.

Background Check

Our unique Castle Branch package code for background checks is **NU28bg**. This can be entered in the top right-hand corner of <https://mycb.castlebranch.com/>.

Castle Branch charges a \$47 fee* for a background check. You must complete a background check prior to your first clinical education placement (i.e. Practicum I).

Drug Test

Our unique Castle Branch package code for drug testing is **NU28dt**. This can be entered in the top right-hand corner of <https://mycb.castlebranch.com/>.

Not all placements will require a drug test. You will be informed by the Clinical Education Coordinator if you are placed at a site that requires a background check. Castle Branch charges a \$53 fee* for this service.

***Prices current at time of handbook revision but are subject to change without notice.**

**APPENDIX E: INFORMATION REGARDING CLINICAL EDUCATION
EVALUATIONS
Foundational Behaviors, Knowledge, Skills and Abilities by Clinical
Course**

Practicum 1

Foundational Behaviors

Is the student progressing along a continuum to demonstrate the following foundational behaviors?

Patient-centered care

The student:

- Is aware of the patient's needs and values (e.g. thorough history that considers ADLs) [56,57]
- Involves patient in their care [58]
- Knows the roles various members of the medical team play (e.g. how team physicians are involved in concussion protocol) [60,61]

Ethical Practice

The student:

- Practices confidentiality [59]
- Performs tasks within AT scope of practice as permitted/approved by preceptor [66]
- Is aware of ethical decision making (e.g. implementation of RTP criteria) [65]
- Demonstrates integrity [65]

Cultural Competence

- The student is respectful of diverse populations and able to work within diverse work environment [59]

Independent Clinical Decision-Making

The student:

- Recognizes the value of using clinician expertise, patient values, clinical environment and available evidence as part of clinical decision making (i.e. considers why a treatment is chosen based on circumstances) [62]
- Incorporates health informatics and quality assurance principles into delivery of care [63,64]

Professional Development

The student:

- Displays earnestness in becoming an athletic trainer [67]
- Understands the role(s) athletic trainers play within the healthcare arena [67]

Knowledge/Skills/Abilities

The student:

- Abides by OSHA and uses sterile techniques for wound care
- Understands and implements practice and game procedures
- Performs taping & bracing techniques
- Incorporates/implements rehabilitative techniques
- Understands application of basic therapeutic modalities
- Demonstrates appropriate critical thinking and deductive reasoning in determining clinical impressions from injury evaluations
- Provides patient with appropriate feedback about progression of their injury
- Demonstrates understanding of acute care (primary & secondary surveys, procedures for management of emergent conditions - airway, circulation, musculoskeletal, etc.)
- Maintains accurate, legible, current records (including progress notes)
- Able to recognize risk management or injury prevention strategies
- Has knowledge regarding intervention & referral of psychosocial conditions

Professionalism

The student:

- Is punctual to scheduled times
- Is properly attired and groomed
- Has a positive attitude
- Accepts constructive criticism & modifies behavior
- Uses time and resources effectively
- Shows initiative & takes responsibility for learning
- Demonstrates appropriate rapport with patients (maintains balance between personal & professional)
- Demonstrates appropriate rapport with physicians/AT staff/ AT students
- Demonstrates appropriate rapport with coaches and administrators
- Abides by facility's policies and procedures

Practicum 2 & 3

Foundational Behaviors

Is the student progressing along a continuum to demonstrate the following foundational behaviors?

Patient-centered care

The student:

- Provides patient-centered care [56,57]
- Involves patient in their care [58]
- Recognizes the importance of various members of the medical team (e.g. knows when to refer to particular specialties) [60,61]

Ethical Practice

The student:

- Practices confidentiality [59]
- Performs tasks within AT scope of practice as permitted/approved by preceptor [66]
- Exhibits ethical decision making (e.g. implementation of RTP criteria) [65]
- Demonstrates integrity [65]

Cultural Competence

- The student works respectfully & effectively with diverse populations/diverse work environment (e.g. adapts to language barriers) [59]

Independent Clinical Decision-Making

The student:

- Incorporates clinician expertise, patient values, clinical environment and available evidence as part of clinical decision making (i.e. considers why tx is chosen based on circumstances) [62]
- Incorporates health informatics and quality assurance principles into delivery of care [63,64]

Professional Development

The student:

- Displays earnestness in becoming an athletic trainer [67]
- Understands the role(s) athletic trainers play within the healthcare arena and the skills ATs should possess [67]

Knowledge/Skills/Abilities (Based on Patient/Client Care Standards)

The student:

- Evaluates and manages patients with acute conditions [70]
- Performs an examination to formulate a diagnosis and plan of care for patients [71]
- Develops care plans for patients [69]
- Performs or obtain necessary diagnostic tests. [72]
- Selects and incorporate therapeutic interventions that align with care plan. [73]
- Educates patients regarding appropriate pharmacological agents. [74]
- Administers medications or other therapeutic agents. [75]
- Evaluates and treats a patient who has sustained a concussion or other brain injury. [76]
- Identifies, refers and gives support to patients with behavioral health conditions. [77]
- Selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques [78]
- Assists with a comprehensive preparticipation examination process. [81]
- Supervises comprehensive programs to maximize sport performance. [82]
- Educates clients/patients on hydration, nutrients, supplements and drugs. [83 &84]
- Monitors and evaluates environmental conditions to make appropriate recommendations. [85]
- Selects, fits, and removes protective equipment to minimize the risk of injury or re-injury. [86]
- Assists with documentation of patient care and health insurance management. [89]
- Appreciates the importance and role of collaborating/supervising physician.[90]

Professionalism

The student:

- Is punctual to scheduled times
- Is properly attired and groomed
- Has a positive attitude
- Accepts constructive criticism & modifies behavior
- Uses time and resources effectively
- Appreciates the innerworkings of the site's athletic training facility and services
- Shows initiative & takes responsibility for learning
- Demonstrates appropriate rapport with patients (maintains balance between personal & professional)
- Demonstrates appropriate rapport with physicians/AT staff/ AT students
- Demonstrates appropriate rapport with coaches and administrators
- Abides by facility's policies and procedures

Clinical Intensive & Practicum 4

Foundational Behaviors

Is the student progressing along a continuum to demonstrate the following foundational behaviors?

Patient-centered care

The student:

- Is aware of the patient's needs and values (e.g. thorough history that considers ADLs) [56,57]
- Involves patient in their care [58]
- Recognizes the importance various members of the medical team play & make referrals (e.g. knows when to refer to particular specialties)

Ethical Practice

The student:

- Practices confidentiality [59]
- Executes duties within identified scope of practice for athletic trainers [66]
- Exhibits ethical decision making (e.g. implementation of RTP criteria) [65]
- Demonstrates integrity [65]

Cultural Competence

- The student works respectfully & effectively with diverse populations and within diverse work environment [59]

Independent Clinical Decision-Making

The student:

- Incorporates clinician expertise, patient values, clinical environment and available evidence as part of clinical decision making (i.e. considers why tx is chosen based on circumstances) [62]
- Incorporates health informatics and quality assurance principles into delivery of care [63,64]

Professional Development

The student:

- Displays earnestness in becoming an athletic trainer [67]
- Is able to articulate the skills that athletic trainers possess [67]

Knowledge/Skills/Abilities (Based on Patient/Client Care Standards)

The student:

- Evaluates and manages patients with acute conditions [70]
- Performs an examination to formulate a diagnosis and plan of care for patients [71]
- Develops care plans for patients [69]
- Performs or obtains necessary diagnostic tests. [72]
- Selects and incorporates therapeutic interventions that align with care plan. [73]
- Educates patients regarding appropriate pharmacological agents. [74]
- Administers medications or other therapeutic agents. [75]
- Evaluates and treats a patient who has sustained a concussion or other brain injury. [76]
- Identifies, refers and gives support to patients with behavioral health conditions. [77]
- Selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques [78]
- Develops and implements strategies to mitigate the risk for long-term health conditions across the lifespan. [79]
- Develops, implements, and assesses the effectiveness of programs to reduce injury risk. [80]
- Plans and implements a comprehensive preparticipation examination process. [81]
- Develops, implements, and supervises comprehensive programs to maximize sport performance. [82]
- Educates and makes recommendations to clients/patients on hydration, nutrients, supplements and drugs. [83 &84]
- Monitors and evaluates environmental conditions to make appropriate recommendations. [85]
- Selects, fits, and removes protective equipment to minimize the risk of injury or re-injury. [86]
- Selects and uses biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement. [87]
- Performs administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. [88]
- Uses a comprehensive patient-file management system for documentation of patient care and health insurance management. [89]
- Establishes a working relationship with a directing or collaborating physician. [90]
- Develops, implements, and revises policies and procedures [91-94]

Professionalism

The student:

- Is punctual to scheduled times
- Is properly attired and groomed
- Has a positive attitude
- Accepts constructive criticism & modifies behavior
- Uses time and resources effectively
- Appreciates the innerworkings of the site's athletic training facility and services
- Shows initiative & takes responsibility for learning
- Demonstrates appropriate rapport with patients (maintains balance between personal & professional)
- Demonstrates appropriate rapport with physicians/AT staff/ AT students
- Demonstrates appropriate rapport with coaches and administrators
- Abides by facility's policies and procedures

APPENDIX F: STUDENT EVALUATION OF SITE/PRECEPTOR

It is very important to the Athletic Training Program that we receive feedback about your clinical education experience. This information is used to evaluate the effectiveness of clinical sites and preceptors within the scope of the program. The information you provide will be confidential; however, general comments will be shared to help the preceptor to improve their clinical site and interaction with future athletic training students.

Please check the appropriate response in each category as listed below. Select NA if the item described is not applicable to the experience.

5 – Strongly Agree

4 – Agree

3 – Neutral

2 – Disagree

1 – Strongly Disagree

This placement provided me with significant exposure to the following domains of Athletic Training:

1. Risk Reduction, Wellness & Health Literacy
2. Assessment, Evaluation & Diagnosis
3. Critical Incident Management
4. Therapeutic Intervention
5. Health Care Administration and Professional Responsibility

Please answer the following questions regarding the rotation:

- The Clinical Site provided me with an active stimulating learning environment
- The Clinical Site provided me with experience in which I could utilize my skills and knowledge from the classroom
- The Clinical Site provided me with opportunities where I could integrate the specific clinical skills into the daily operations at the site
- The resources and equipment (i.e., texts, modalities, first aid) at the Clinical Site were adequate to meet the demands and expectations placed on me
- The protocols and procedures of the Clinical Site were explained to me adequately and in sufficient time to implement them effectively
- The experiences I encountered during the placement reinforced the information I learned in the classroom
- The preceptor(s) practiced ethically and legally
- I felt that the individuals (i.e., ATCs, coaches, etc.) at this Clinical Site treated me as though this was part of my education and not as a workforce
- The preceptor(s) provided me with adequate feedback on my performance
- The preceptor(s) provided me with individualized instruction that was tailored to meet my

personal strengths, weaknesses, and goals for the placement

- The Preceptor has a good balance in job responsibilities so that they were adequately available to assist with the assessment of my clinical skills.
- The preceptor(s) and I maintained effective and positive communication throughout the placement
- The level and degree of responsibility delegated to me by the preceptor(s) was appropriate for my level of experience and education
- The preceptor(s) used proper OSHA guidelines in the management of blood, bodily fluids, and medical waste

MISSION & OBJECTIVES OF NORTH PARK UNIVERSITY'S ATHLETIC TRAINING PROGRAM

Please use the rating scale below for this portion of the evaluation. The following eight objectives are qualities and attributes that we hope to instill in our Athletic Training Students. We are asking you, as the student, to tell us how often you believe you are being exposed to each of these eight areas.

4 – Evident At An Exemplary Level. This objective was observed at the clinical site on more than 90% of the days I was present.

3 – Consistently Evident. This objective was observed at the clinical site between 50-90% of the days I was present.

2 – Sometimes Evident. This objective was observed at the clinical site between 10-50% of the days I was present.

1 – Not Evident. The objective was observed at the clinical site less than 10% of the days I was present.

- On-field and/or clinical evaluations
- Developing or modifying rehabilitation programs
- Operation of a sports medicine program complete with budgeting, policies & procedures, and human resource management
- Communicating effectively to coaches, parents, patients, student-athletes, and other medical personnel
- Promoting professional conduct of the athletic training profession in compliance with the code of ethics set forth by the NATA and the State of Illinois Department of Professional Regulations
- Appreciation of the importance of continued learning and be able to identify resources that will facilitate additional scholarship
- Conveying a strong values system reflected in ethical practice, Christian principles and leadership
- Articulating and synthesizing the city-centered, intercultural, and Christian perspectives of the North Park experience

Describe the STRENGTHS of Clinical site and preceptor

Describe the WEAKNESS of this site and preceptor AND provide recommendations as to how those weaknesses can be improved

Do you recommend that we continue to use this site/preceptor for clinical education?

APPENDIX G: OVERVIEW OF REQUIRED PAPERWORK

Program Application Requirements

- ☐ Completed Application form
- ☐ Verification that you can meet the technical standards (with or without accommodation)
- ☐ The completion of 50 observation hours under the supervision of an AT
- ☐ Two letters of recommendation (One from AT who supervised observation hours)
- ☐ Successful completion (“C” or better) in the following (or equivalent) courses by program start date:
 - ☐ Anatomy
 - ☐ Physiology
 - ☐ Chemistry
 - ☐ Physics
 - ☐ Biology
 - ☐ Psychology
- ☐ CPR/AED Certification
- ☐ Minimum overall GPA of 3.0
- ☐ Bachelor’s degree from an accredited institution (official transcripts must be received within 90 days of start of program*)

* 3+2 students are exempt from needing completed bachelor’s degree before beginning graduate sequence.

Please note: Low marks in one area may be offset by outstanding marks in another area.

Prior to Clinical Education Placement

- ☐ Purchase ATrack Subscription & Complete Required Forms
- ☐ Purchase Medical Document Manager through Castle Branch (one-time fee of \$47) & upload required documents:
 - ☐ Immunization Record
 - Negative PPD Tuberculin Skin Test (TST) or Quantiferon Gold TB test or Tspot blood test within the last year. In the event of a positive test, you should follow up with your primary care physician for appropriate treatment. You will also be required to submit a radiological report of a chest x-ray.
 - Immunity to Measles, Rubella & Mumps as evidenced by 2 MMR vaccines or immunity titer.
 - Varicella vaccine or titer
 - Hepatitis B vaccination or declination waiver
 - Tetanus vaccination in the form of a Tdap or Td booster administered within the past 10 years.
 - COVID-19 Vaccination: documentation of either the two dose (Pfizer or Moderna) or the one dose (Johnson & Johnson) vaccination card with the dates and the manufacture listed for each dose of the vaccine. [Most clinical sites require proof of Covid-19 vaccination prior to placement. Some may require proof of Covid-19 booster as well.]
- ☐ Technical Standards & applicable Health History Updates
- ☐ Emergency Cardiac Care Certification (will receive once completed during the first term of the program)
- ☐ Release of Information Form
- ☐ Photography Release Form
- ☐ Confidentiality Statement
- ☐ OSHA/Communicable Disease Form
- ☐ Verification of Understanding Form
- ☐ CAATE Waiver
- ☐ Health Insurance Coverage
- ☐ Background check (\$47 fee)

During Clinical Education Placement

Review on the First Day

- ☐ Goals for Placement (ATrack)
- ☐ Clinical Education Guidelines
- ☐ Clinical Education Schedule (ATrack)
- ☐ Review EAP/How to access plan in case of emergency
- ☐ Bloodborne Pathogen Policy/Location of supplies
- ☐ Post-Exposure Protocol/Location of supplies

Throughout Placement

- ☐ Maintain Hour Log (ATrack) – update at least weekly
- ☐ Doctor's Office/Hospital Observation Reflection (as applicable, ATrack)
- ☐ Request for Additional Clinical Experience Hours (as applicable, ATrack)

Middle of Placement

- ☐ Student Schedules Performance Meeting with Preceptor
 - Student Evaluation of Self – Midpoint (ATrack)
 - Preceptor Evaluation of Student –Midpoint (ATrack)

End of Placement

- ☐ Student Schedules Performance Meeting with Preceptor
 - Student Evaluation of Self – Endpoint (ATrack)
 - Preceptor Evaluation of Student –Endpoint (ATrack)
- ☐ Student Evaluation of Clinical Site/Preceptor(s) (ATrack)
- ☐ Clinical Placement Reflection (ATrack)

*Please note that individual off-campus sites may have additional requirements.

APPENDIX H: PROGRAM INCIDENT/INFRACTION REPORT



NORTH PARK UNIVERSITY

Athletic Training

Student:

Preceptor/Faculty Member:

Facility:

Date of Incident/Infraction:

Description of Incident/Infraction:

I, the undersigned, understand that my signature below is an acknowledgement of the report and NOT necessarily agreement with its contents.

Athletic Training Student Signature: _____ *Date:* _____

ATP Personnel Signature: _____ Date: _____

Role at time of Incident: _____

Reviewed by: _____ Title: _____

Comments:

Reviewer's Signature: _____ Date: _____



NORTH PARK UNIVERSITY

Athletic Training

Program Incident/Infraction Follow-up Report

Program's Response:

Additional Follow-up:

Program Personnel _____
Signature Date

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