Lock Haven University of PA  
MS-AT

Introduction
Lock Haven University has offered athletic training education for nearly fifty years. The undergraduate major was transitioned to a graduate degree program in 2016. The program’s last CAATE comprehensive review occurred during the 2012-2013 academic year. The program is supported with five core faculty, four associated faculty, and close to 50 clinical preceptors. LHU’s Master of Science in Athletic Training is a 60 credit-hour degree program spanning across five semesters. It is housed in the Department of Health and Exercise Science and the College of Health Professions.

Mission
The mission of Lock Haven University’s Master of Science in Athletic Training Program is to develop healthcare professionals who utilize current best practices and clinical reasoning skills to provide the highest standard of patient-centered care. The program uses academic rigor, real-world experiences, and personal interactions with faculty to transform students into responsible and valued members of the medical community.

Core Values
- **Evidence**: Athletic training students and faculty will utilize evidence-based practice in order to optimize student and patient/client outcomes.
- **Advocates**: Athletic training students and faculty will advocate for the health needs of clients, patients, communities, populations and the profession of athletic training.
- **Global**: Athletic training students and faculty will be knowledgeable of, and contribute to, the global nature of healthcare.
- **Lifelong**: Athletic training students and faculty are committed to being lifelong learners in order to maintain current clinical practice skills, develop contemporary expertise, and improve patient outcomes.
- **Ethical**: Athletic training students and faculty will adhere to the NATA Code of Ethics.
- **Service**: Athletic training students and faculty are committed to service to the profession of athletic training in addition to the university, local, and global communities.

Curriculum
The Master of Science in Athletic Training is a 60 credit-hour degree program that spans across five semesters. The program primarily uses a systems-based curriculum model and embraces student learning over time. Students enroll and matriculate through the curriculum as a cohort. The clinical education plan requires the students to integrate knowledge learned in previous semesters into clinical practice.
A summary of the curriculum by semester is provided below.

Year 1 Summer
ATTR600 Fundamentals of Athletic Training

ATTR600 is an introductory four-credit course offered during the summer of year 1. Primary content in this course includes patient advocacy, education, and communication; medical documentation and healthcare informatics; interprofessional education and interprofessional practice; pre-participation physical exams; and CPR and first aid skills. The course is team-taught by three core faculty and an associated faculty member with expertise in the area of patient communication and education.

Year 1 Fall
ATTR630 Evidence-based medicine
ATTR622 Functional Anatomy 1
ATTR664 Evaluation Techniques 1
ATTR672 Therapeutic Interventions 1
ATTR653 Clinical Experience 1

The didactic component of the fall semester of year 1 is the first of two semester that focus on the musculoskeletal system. The evidence-based medicine course is intentionally placed early in the curriculum to promote application of relevant knowledge to future courses and clinical rotations. Functional Anatomy 1 and Evaluation Techniques 1 focus on the anatomy, biomechanics, pathomechanics, and examination of lower extremity injuries and pathologies. Functional Anatomy 1 is the first of two gross anatomy courses. Therapeutic Interventions 1 provides theoretical knowledge of interventions, including modalities, therapeutic exercise, soft tissue techniques, and home care.

Students are assigned their first clinical rotation during the fall semester of year 1. This is the first of two clinical placements in a traditional athletic training setting, either interscholastic or intercollegiate athletics. Low student-preceptor ratios and experienced preceptors are prioritized during these early clinical placements in order to promote individualized and focused clinical education. Clinical skill development primarily focuses on content learned during the summer.

Year 1 Spring
ATTR642 Functional Anatomy 2
ATTR665 Evaluation Techniques 2
ATTR673 Therapeutic Interventions 2
ATTR660 General Medical Conditions
ATTR654 Clinical Experience 2

Functional Anatomy 2 and Evaluation Techniques continue with the anatomy, biomechanics, pathomechanics, and examination of upper extremity and axial skeleton injuries and pathologies. The anatomy and examination of injures to the nervous system are taught in this semester. Students also learn visceral anatomy in conjunction with a systems-based approach to general
medical conditions in ATTR600. Therapeutic Interventions 2 applies the theoretical knowledge gained in Therapeutic Interventions 1 to injury-specific rehabilitation.

Students participate in a second clinical rotation at a traditional setting in the spring semester of year 1. Clinical skill development focuses on the content learned during the previous semester.

Year 2 Fall
ATTR604 Administration and Organization
HLTH632 Psychology of Injury and Illness
HLTH663 Applied Sport and Exercise Science
HLTH615 Introduction to Pharmacology
ATTR655 Clinical Experience 3

The didactic component of the fall semester of year 2 continues with a variety of courses. Students learn about patients experiencing mental health issues and sport psychology techniques in HLTH632. A pharmacist who is a faculty member in the Department of Health Science teaches the Pharmacology course. Students learn about sports nutrition and fitness testing and exercise prescription in Applied Sport and Exercise Science. Finally, students learn important healthcare administration skills in ATTR604.

Students complete several clinical experiences and supplemental clinical experiences during the fall semester of year 2. The focus of the clinical placements this semester is to reinforce content learned in the spring semester of year 1. Students spend approximately one-half of the semester in the on-campus rehabilitation center where they complete comprehensive patient evaluations and develop and implement appropriate plans of care. Students also complete a rotation with an on-campus athletic trainer who serves as the mental health coordinator for the university’s student athletes. Finally, students rotate through a series of supplemental clinical experiences, including a chiropractor with expertise in rehabilitation and movement screening, a sports medicine/orthopedic physician practice, a DME sales representative, and an urgent care practice.

Year 2 Spring
ATTR615 Current Issues in Athletic Training
ATTR656 Clinical Experience 4

Students participate in a single web-based course during the spring semester of year 2. The primary focus of this semester is a full-immersion clinical experience. Clinical placements during this semester are based on accreditation and program requirements in addition to student input. Efforts are made to align the immersion experience clinical placement with the student’s career goals. Students are encouraged to select a clinical site that has been previously used by the program; however, new sites can be established after they are scrutinized by the Coordinator of Clinical Education.
<table>
<thead>
<tr>
<th>Name</th>
<th>Role in program</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
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Lock Haven University  
Health Science Department  
Master of Science in Athletic Training  
Course Requirements

**Didactic courses**  
45 credits

- ATTR600: Fundamentals in Athletic Training  
  4 credits
- ATTR630: Evidence-based Medicine  
  1 credit
- ATTR622: Functional Anatomy 1  
  4 credits
- ATTR664: Evaluation Techniques 1  
  3 credits
- ATTR672: Therapeutic Interventions 1  
  4 credits
- ATTR642: Functional Anatomy 2  
  4 credits
- ATTR665: Evaluation Techniques 2  
  3 credits
- ATTR673: Therapeutic Interventions 2  
  4 credits
- ATTR660: General Medical Conditions  
  3 credits
- ATTR604: Administration and Organization  
  3 credits
- ATTR615: Current Issues in Athletic Training  
  3 credits
- HLTH632: Psychology of Injury and Illness  
  3 credits
- HLTH663: Applied Sport and Exercise Science  
  3 credits
- HLTH615: Introduction to Pharmacology  
  3 credits

**Clinical courses**  
15 credits

- ATTR653: Clinical Experience 1  
  3 credits
- ATTR654: Clinical Experience 2  
  3 credits
- ATTR655: Clinical Experience 3  
  3 credits
- ATTR656: Clinical Experience 4  
  6 credits

**Total**  
60 credits
Lock Haven University  
Health Science Department  
Master of Science in Athletic Training  
Course Sequence

**Summer First Year**  
ATTR600: Fundamentals of Athletic Training (4)  
Total: 4 credits

**Fall First Year**  
ATTR630: Evidence Based Medicine (1)  
ATTR622: Functional Anatomy 1 (4)  
ATTR664: Evaluation Techniques 1 (3)  
ATTR653: Clinical Experience 1 (3)  
ATTR672: Therapeutic Interventions 1 (4)  
Total: 15 credits

**Spring First Year**  
ATTR660: General Medical Conditions (3)  
ATTR642: Functional Anatomy 2 (4)  
ATTR665: Evaluation Techniques 2 (3)  
ATTR654: Clinical Experience 2 (3)  
ATTR673: Therapeutic Interventions 2 (4)  
Total: 17 credits

**Fall Second Year**  
ATTR604: Administration & Organization (3)  
ATTR655: Clinical Experience 3 (3)  
HLTH632: Psychology of Injury and Illness (3)  
HLTH663: Applied Sport & Exercise Science (3)  
HLTH615: Intro to Pharmacology (3)  
Total: 15 credits

**Spring Second Year**  
ATTR615: Current Issues in Athletic Training (3)  
ATTR656: Clinical Experience 4 (6)  
Total: 9 credits
Lock Haven University of PA  
MS-AT  
Transfer Credit Policy

Students from other graduate athletic training programs can not transfer in to the professional phase of the athletic training program, and course credits cannot be transferred to meet the MS-AT degree requirements. Students from other graduate athletic training programs may enter the applicant pool via ATCAS and apply for admission during the next regular admission cycle.
Standard 23A Academic Dishonesty Policy:  
https://www.commonwealthu.edu/student-handbook/code-of-conduct

Standard 23B Grievance:  
https://www.lockhaven.edu/about/studentcomplaint.html

Standard 23C Matriculation requirements:  
https://www.bloomu.edu/prp-3463-graduate-admissions-withdrawal-course-repeat-transfers-and-graduation-requirements

Standard 23D Nondiscrimination Policies:  
https://www.commonwealthu.edu/student-handbook/non-discrimination  
https://www.lockhaven.edu/success/disabilityservices/faculty_staff.html

Standard 23E Student Withdrawal and Refund of Tuition:  
https://myhaven.lhup.edu/ICS/Registrar/Change_of_Enrollment_Status.jnz  
https://www.lockhaven.edu/cost/refundschedule.html

Standard 23F Technical Standards:  
https://lockhaven.edu/athletictraining/documents/technical%20standards.pdf
Standard 24A Academic calendars:
https://www.lockhaven.edu/academics/calendar.html

Standard 24B Academic curriculum and course sequence:
https://lockhaven.edu/checksheets/documents/athletictrainingms.pdf

Standard 24C Admissions process (including prerequisite courses):
https://lockhaven.edu/athletictraining/#tab-4
https://lockhaven.edu/athletictraining/#tab-5

Standard 24D Program costs:
https://www.lockhaven.edu/cost/documents/FA22-SP23%20Main%20Grad.pdf
https://lockhaven.edu/athletictraining/cost.html

24E Catalogs:
https://www.lockhaven.edu/coursecatalog/

24F Criminal background check policies:

24G Degree requirements:
https://lockhaven.edu/checksheets/documents/athletictrainingms.pdf

24H Financial aid:
https://lockhaven.edu/financialaid/index.html

24I Grade policies:
https://www.bloomu.edu/prp-3463-graduate-admissions-withdrawal-course-repeat-transfers-and-graduation-requirements

24J Immunization requirements:

24K Information about athletic training clinical experiences and supplemental clinical experiences, including travel expectations to clinical sites:

24L Matriculation requirements:
https://lockhaven.edu/checksheets/documents/athletictrainingms.pdf
https://www.bloomu.edu/prp-3463-graduate-admissions-withdrawal-course-repeat-transfers-and-graduation-requirements
24M Nondiscrimination policies:
https://www.commonwealthu.edu/student-handbook/non-discrimination
https://www.lockhaven.edu/success/disabilityservices/faculty_staff.html

24N Procedures governing the award of available funding for scholarships:
https://lockhaven.edu/scholarships/

Scholarships available (search athletic training):
https://lockhaven.scholarships.ngwebsolutions.com/Scholarships/Search

24O Program mission, goals, and expected outcomes:
https://lockhaven.edu/athletictraining/mission.html

24P Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process:
https://lockhaven.edu/athletictraining/#tab-5

24Q Technical standards or essential functions:
https://lockhaven.edu/athletictraining/documents/technical%20standards.pdf
Student Name: _______________________________

Students enrolled in the Master of Science in Athletic Training Program must demonstrate:

- 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.
- 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.
- the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds.
- the ability to establish rapport with patients and communicate judgments and treatment information effectively.
- the ability to understand and speak the English language at a level consistent with competent professional practice.
- the ability to record the physical examination results and a treatment plan clearly and accurately; the capacity to maintain composure and continue to function well during periods of high stress.
- the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
- flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

If an applicant with a disability is seeking admission to the Athletic Training Program and believes that he/she is able to satisfy the (academic and) technical standards with or without an accommodation, the applicant should contact the Disability Services Director. The Disability Services Director will evaluate an applicant who states he/she could meet the program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable law. The University will also determine whether it agrees that an applicant can meet the academic and technical standards with a reasonable accommodation. This includes a review of whether the accommodation(s) requested is/are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety or would require the University to fundamentally alter the nature of the Athletic Training Program in order to allow the applicant to participate in the educational program. In addition, the University will determine whether the requested accommodation(s) will create(s) any undue financial or administrative burden on the University.

I certify that I have read and understand the academic and technical standards listed above, and I believe to the best of my knowledge that I meet each of these standards with or without accommodation.

__________________________________   ______________
Student’s Signature      Date
Non-Academic Disciplinary Policies and Procedures

The following procedures have been designed to ensure the smooth operation of the MS-AT program and promote professional conduct within the athletic training student body. Any faculty member, preceptor, or student can notify the Program Director of possible student misconduct. The Program Director will then convene a meeting of the athletic training faculty to determine an appropriate plan of action. The athletic training faculty members will conduct a formal vote to determine if the student should be entered into the disciplinary process. In the case of a tie, the Health Science Department Chairperson will cast the deciding vote. Students may be entered into the disciplinary process at any of the levels described below depending upon the severity of the offense. Possible offenses include, but are not limited to: violation of the policies and procedures outlined in the MS-AT Policy and Procedure Manual, violation of the PA athletic training practice act, misconduct identified in the LHU student handbook, or violation of the NATA Code of Ethics or CAATE guidelines.

Level 1 Offense: A Level 1 Offense will result in a meeting between the student and the Program Director. The student will be allowed to discuss the nature of the offense and offer explanation. An official letter that the meeting occurred will be sent to the student within 7 days of the meeting. A copy of the letter will be placed in the student’s permanent file.

Level 2 Offense: A Level 2 Offense will result in a meeting between the student and all of the athletic training faculty. The student will be allowed to discuss the nature of the offense and offer explanation. An official letter that the meeting occurred along with a summary of the student’s comments will be sent to the student within 7 days. A copy of the letter will be placed in the student’s permanent file. The student will be placed on probation for one semester. Any additional offense will result in movement to Step 3 in the disciplinary process.

Level 3 Offense: A Level 3 Offense will result in a meeting between the student and the athletic training faculty. Minutes of the meeting as well as a written response by the faculty will be filed in the student’s permanent file. The disciplinary action taken for a Level 3 offense will be immediate dismissal from the Lock Haven University MS-AT program. The student will be notified of the dismissal in writing.

Appeals
Any athletic training student has the right to appeal the disciplinary decisions made by the MS-AT program faculty. All appeals must be made in writing and submitted to the Program Director’s office within seven days of receiving the disciplinary letter. In the written appeal, the student may request a meeting with the ATP faculty and the Health Science Chairperson to discuss the appeal. Review of appeals will be made by the ATP faculty and Health Science Chairperson in consultation with the Dean of the College of Education and Human Services. The final decision will be sent to the student within seven days of receipt of the appeal letter or the appeal meeting.
The MS-AT is a professional degree program and therefore has costs in addition to standard university tuition and fees. Tuition and fees can be found on the University’s website. Students are responsible for securing their own housing throughout the program.

The ATP makes a conscious effort to minimize the additional costs for students. An estimate of the costs for students enrolled in the program is listed below. Students should realize that this is an estimate and may vary annually. The cost breakdown does not include specific course materials (texts, lab fees, etc) or the professional attire that must be worn while on clinical rotation.

**First Year**

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<tr>
<td>Liability Insurance</td>
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<td>NATA Membership</td>
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<td>CPR Certification</td>
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<td>Background checks</td>
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<td>Drug screen</td>
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<td>Travel to off-campus clinical site</td>
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**Second Year**

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<th>Cost</th>
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<td>Liability Insurance</td>
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<tr>
<td>BOC Exam Registration</td>
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Lock Haven University of PA  
MS-AT  
Awards and Scholarships

Awards:
The MS-AT Program presents several awards during its annual spring Banquet and Awards Ceremony. The awards presented include the Outstanding Athletic Training Student, a Mentorship Award, and a Service Award.

The Outstanding Athletic Training Student award is voted upon by second-year MS-AT students. Votes are tabulated by the Program Director and the winner is announced at the annual Banquet and Awards Ceremony. In the event of a tie, both Athletic Training Students will receive the award.

Resumes are collected from first-year and second-year MS-AT students for the Mentorship and Service Awards, and the program faculty vote for the student they believe best exemplifies these award qualities. The awards are presented at the annual Banquet and Awards Ceremony.

Scholarships:
The National Athletic Trainers’ Association, Inc., The Eastern Athletic Trainers’ Association, Inc., The Pennsylvania Athletic Trainers’ Society, and various other organizations award competitive scholarships to deserving students. When the scholarship requires an endorsement by a member of the Athletic Training Faculty and/or when the number of applicants by an institution is limited, eligible athletic training students will be given the opportunity to submit their names to the Program Director approximately 2 months prior to the due date. The faculty will review applicants and determine those who shall complete the application process.

Several program-specific scholarships are offered by the Lock Haven University Foundation. Students typically apply early in the spring semester with awardees being identified late in the spring semester. The athletic training core faculty and/or Health Science Scholarship Committee decide on the scholarship winners.

David J. Tomasi Scholarship
The basic requirements for the David J. Tomasi Scholarships awarded by the Athletic Training Faculty of Lock Haven University are:

- Eligibility is limited to athletic training students who are entering the 2nd year of the MS-AT program
- Students who demonstrate outstanding potential as a future athletic trainer
- Students who have at least a 3.2 overall graduate program GPA.
**Athletic Training Alumni Scholarship**
The Athletic Training Alumni Scholarship is awarded to at least one incoming first year MS-AT student. The Alumni Scholarship is awarded after review of MS-AT application materials and a vote is conducted by the program faculty.

**Dr. Yvette Ingram Scholarship**
The criteria for the Dr. Ingram scholarship are as follows:
- First or second year MS-AT student
- Must be highly involved in the profession of Athletic Training and exemplify volunteerism
- Must be actively engaged in clubs, sports, projects, and activities associated with the LHU Athletic Training Club, the Pennsylvania Athletic Trainers' Society (PATS), and Eastern Athletic Trainers' Association (EATA) organizations
- Minimum GPA of 3.0.

**Health Science Faculty Scholarship**
Faculty in the Health Science Department may contribute to Health Science Faculty Scholarships. These scholarships are available to any Health Science student, including MS-AT students. Recipients of the Health Science Faculty Scholarships are determined by the Health Science Scholarship Committee.
Lock Haven University
MS-AT
Competency Assessment Policy

All athletic training students will participate in a variety of competency assessments in both the didactic and clinical settings. The primary purpose of these assessments is to document student knowledge and clinical skill development. The CAATE requires Programs to demonstrate acceptable student performance for each of the Curricular Content Standards. Competency assessment strategies may include:

Didactic Assessments
- Competency examinations (ExamSoft)
- Class projects
- Objective Structured Clinical Examinations (OSCEs)

Clinical Assessments
- Clinical preceptor evaluations (end of rotation evaluations)
- Clinical competency evaluations
- Standardized Patient Encounters
- Simulations

Students will participate in Competency Examinations on ExamSoft at the end of most didactic courses. ExamSoft creates a report that demonstrates performance on each Curricular Content Standard by student. Students are expected to score at least a 75% performance on each Curricular Content Standard. If the student fails to meet the 75% benchmark, a remediation plan will be developed between the faculty member and the student. The student will remediate the assessment until a score of 75% is achieved. Students who consistently do not meet the benchmark may face program dismissal.

Student performance on the Clinical Assessments vary depending on the Curricular Content Standard and the clinical rotation. Performance expectations for each of the Clinical Assessments are contained in the individual clinical course syllabi. If a student fails to meet the performance expectation on the Clinical Assessments, a grade of “Incomplete” will be assigned for the clinical course and a clinical education remediation plan will be developed. Students who fail to meet the specifics outlined in the clinical education remediation plan by the time the Incomplete grade must be changed to a letter grade in accordance with LHU policy, a grade of E will be awarded for the clinical course.
All students enrolled in the MS-AT program must complete a Capstone Project prior to program completion. The purpose of the Capstone Project is to facilitate self-reflection, integrate core program principles, and create a culminating project that is appropriate for graduate education. Specific activities and assignments for the Capstone Project will be associated with program courses. Failure to complete the activities and assignments will result in a grade of “Incomplete” for the course. Students who receive an “Incomplete” will have a limited time to complete the assignment; otherwise the grade will be changed to “Failing” as per University Policy.

Students must select a faculty mentor to guide them through the Capstone Project. The role of the faculty mentor is to facilitate the process and review materials. Students must take ownership of the project. It is not the faculty mentor’s responsibility to ensure timeliness of submissions. The faculty mentor can be any member of the LHU faculty who agrees to serve as the faculty mentor. Faculty mentors will not be compensated.

Students should select a topic for their Capstone Project based on their career goals. Students should spend time in thoughtful reflection prior to selecting a Capstone Project topic. Possible ideas for a Capstone Project include:

- Design and implement a research project. The culminating project could be either an oral or poster presentation at a state, regional, or national conference or a manuscript appropriate for submission to a peer-reviewed journal. This type of project is ideal for students who have an interest in research and/or students who have a career goal of becoming a faculty member.

- Author a Critically-Appraised Topic paper. A Critically-Appraised Topic paper is similar to a literature review and requires integration of evidence-based medicine skills. The culminating project could be either an oral or poster presentation at a state, regional, or national conference or a manuscript appropriate for submission to a peer-reviewed journal. This type of project is idea for students who have career goals of becoming a faculty member or an athletic trainer in a traditional setting.

- Author a case study paper. A case study paper is a professional paper that discusses a unique injury or illness. The culminating project for this type of project would be an oral or poster presentation at a state, regional, or national conference or a manuscript appropriate for submission to a peer-reviewed journal.
This type of project is ideal for students who have a career goal of becoming an athletic trainer in a traditional setting.

- Obtain an additional certification. Students may obtain certifications as an Emergency Medical Technician, Certified Strength and Conditioning Specialist, Orthopedic Technician, or similar related certification. The culminating project for this type of project include successful completion of the requirements for the certification and application of the knowledge gained through the certification to a community project. This type of project is idea for students who have career goals of becoming an athletic trainer in a collegiate, scholastic, or clinical setting.

- Other Capstone Projects are certainly permissible with approval by the Faculty Mentor and Program Faculty.

Below is an outline of the specific activities and requirements for the Capstone Project.

- Year 1 Summer (Fundamentals of Athletic Training)
  - Review the requirements for the Capstone Project
  - Discuss possible topics for the Capstone Project
  - Discuss the role of the faculty mentor
  - Students begin thoughtful reflection of possible Capstone Projects
  - No specific assignments due

- Year 1 Fall (Clinical Experience 1)
  - Students identify a Capstone Project and Faculty Mentor
  - Students design a timeline for implementation and discuss the timeline with their faculty mentor
  - Students and Faculty Mentors complete and sign the Capstone Project Timeline Form

- Year 1 Spring (Clinical Experience 2)
  - Students demonstrate progress as indicated by their previously-established timeline

- Year 2 Fall (Clinical Experience 3)
  - Students demonstrate progress as indicated by their previously-established timeline

- Year 2 Spring (Clinical Experience 4)
  - Students complete the Capstone Project by successfully completing the culminating project.
  - Students present their Capstone Project at the MS-AT Colloquium.
Student Name: _____  MS-AT Class of: _____

Project Title: _____

Project Description:
_____  

Faculty Mentor: _____

Project Approval

Student: ________________________________

Faculty Mentor: _______________________

Program Director: _______________________

Proposed Timeline:
_____  

Proposed Culminating Project: _____
Year 1 Fall (Clinical Experience 1)

- Identify a Capstone Project and Faculty Mentor
- Design a timeline for implementation and discuss the timeline with the faculty mentor. Proposed timeline should be submitted with this tracking form.
- Students, faculty mentor, and program director sign the Capstone Tracking Form

Year 1 Spring (Clinical Experience 2)
- Demonstrated progress as indicated by the previously-established timeline

Year 2 Fall (Clinical Experience 3)
- Demonstrated progress as indicated by the previously-established timeline

Year 2 Spring (Clinical Experience 4)
- Completed Capstone Project by successful completion of the culminating project.
- Students present their Capstone Project at the MS-AT Colloquium.
Clinical Education:
Clinical education is a fundamental component of the MS-AT program. Students develop clinical competency, clinical reasoning skills, professional behaviors, and the integration of evidence-based practice within the confines of clinical education. Athletic Training students develop independent clinical decision-making skills through a progression of four clinical experiences of increasing supervised autonomy.

General Policies:
The MS-AT program has created policies for students and clinical preceptors to follow while they gain clinical experience in LHU’s athletic training clinics and affiliated clinical sites. These policies are in place to maximize the learning that occurs during these experiences while protecting the students from being used as a workforce or violations of the state’s athletic training practice act. Students, staff, and faculty are strongly encouraged to report any violations of these policies to the Program Director, Coordinator of Clinical Education or Chair of the Health Science Department. These policies are to be followed whenever students are gaining clinical experience (except when noted).

- Students will be expected to follow the policies and procedures related to clinical experience as outlined in the MS-AT Policy and Procedure Manual.
- In Clinical Experience Courses 1-3, students spend a minimum of 126 hours in clinical education (111 hours on clinical rotation and 15 hours of class meeting time). Students in Clinical Experience Courses 1-3 will average approximately 20 hours per week in clinical education over the course of the semester. The minimum number of hours a student will participate in clinical education for Clinical Experience 4 is 252 hours (237 hours on clinical rotation and 15 hours of class meeting time). The maximum number of hours a student will participate in clinical education for Clinical Experience 4 is approximately 40 per week over the course of the semester. This minimum/maximum clinical education hours policy is in effect from the first day of classes in the fall semester until the end of the spring semester, excluding winter break. Students who feel that the number of hours they are spending on clinical rotation is having a negative impact on their academic performance and progress through the program should initiate a conversation with the Coordinator of Clinical Education and/or Program Director.
- Students will have a minimum of one day off from clinical education per calendar week. This guideline is in effect from the first day of classes in the fall semester until the end of the spring semester, excluding winter break.
- Students may be expected to return to campus before the start of classes in the fall, remain on-campus over holiday periods, and/or remain on-campus after spring graduation if required by their clinical experience assignment.
- Students will only perform athletic training skills while under the direct supervision of an athletic training clinical experience preceptor.
• Athletic training students will not perform skills on patients until they have been instructed on those skills.

Supervision:
Students enrolled in the MS-AT program will be directly supervised during clinical experiences. Direct supervision implies that the clinical preceptor is physically present and able to intervene on behalf of the patient and/or the athletic training student. If the clinical preceptor needs to temporarily leave the clinical site, the athletic training student should know where his/her supervising clinical preceptor is and be able to quickly contact him/her or his/her designee.

Clinical Skill Development:
Athletic training students learn and develop clinical skills through a combination of didactic courses and clinical experiences. The curricular standards are taught and evaluated in a didactic course and then reviewed and evaluated the following semester as part of the Clinical Experience course. Students are evaluated by their preceptor or by their instructor on record for the Clinical Experience course, and their score is recorded on the Clinical Skills Evaluation tool on Typhon. Preferably, clinical skills are evaluated after patient encounters; however, patient simulations can be used when needed. The Coordinator of Clinical Education compiles all the scores from the evaluation tool and places them into a spreadsheet for each student. All students are required to score a “3”, meaning they are competent in the skill, prior to graduating from the program.

Assignment of Clinical Experiences:
MS-AT program students will be assigned four athletic training clinical experiences and a variety of supplemental clinical experiences. Students are provided a variety of clinical experiences with diverse patient populations to develop competency and clinical proficiency within the domains of athletic training. Assignments are made based upon the following guidelines:
• All students are assigned clinical experiences that include patients throughout the lifespan
• All students are assigned clinical experiences that include patients of different sexes.
• All students are assigned clinical experiences that include patients with different socioeconomic status.
• All students are assigned clinical experiences that include patients of varying levels of activity and athletic ability.
• All students are assigned a supplemental clinical experience and simulations that include non-sport patient populations.

Clinical Experiences Outside of the Traditional Academic Calendar:
Athletic training students may be required to complete clinical experiences which occur outside of the traditional academic calendar. The policy of the MS-AT program is that clinical preceptors can require athletic training students to be present for clinical experiences that occur outside of the traditional semester. The only exception to this policy is in the spring semester. Students may be required to continue clinical experiences
past the date of spring graduation unless they are a May graduate. May graduates will not be required to continue their clinical experience on or past the date of the May commencement ceremony. Students should contact their clinical preceptor to determine the exact start date of their clinical experience.

**Full-immersion experience:**
Athletic training students are required to complete a semester-long full-immersion clinical rotation during their final semester. All full-immersion placements must be approved by the Coordinator of Clinical Education and Program Director.

**Clinical Experiences and Extracurricular Activities, including NCAA Sports Participation:**
It is possible for athletic training students to participate in extracurricular activities and/or intercollegiate athletics. However, the MS-AT program is time-intensive, and extracurricular activities may cause conflicts. It is the policy of the MS-AT program to make every effort for students to participate in extracurricular activities if the activity does not lessen the quality of the student’s athletic training education.

**Absences from Clinical Experiences:**
Clinical experiences are to be treated as a traditional class; therefore, absence during clinical experiences is discouraged. The athletic training student should notify his or her clinical preceptor of the absence prior to it occurring unless it is deemed an emergency. If an emergency does occur the clinical preceptor should be notified as soon as possible. Valid reasons for absence during practice and games includes but not limited to illness, course requirements, or death of a family member.

Absences from clinical experiences are seen as a significant distraction from the professional preparation of athletic training students. Absences due to non-professional commitments are discouraged. Repeated absences from clinical experiences will be reflected in the clinical evaluation and can result in disciplinary action (see Disciplinary Policies and Procedures).

**Dress Code:**
To promote and increase a professional atmosphere, the following dress code will be strictly enforced. Your attire should identify you as a member of the MS-AT program. MS-AT students shall always wear their name tags while on clinical rotation. Students participating in clinical experiences shall wear appropriate professional attire as established by the clinical preceptor. Dress Code violations may result in initiation of appropriate disciplinary procedures as outlined in MS-AT Policy and Procedure Manual.

**Inclement Weather Policy:**
Students enrolled in the MS-AT program are expected to attend classes and clinical experiences when the University is open. University closings due to inclement weather are posted on the University’s web page as well as on local television and radio stations. Students assigned to clinical rotations at off-campus clinical sites should follow the guidelines established by the affiliated site. If an athletic training student is at all
concerned about attending a clinical experience due to weather, he or she should contact the clinical preceptor and/or the MS-AT Coordinator of Clinical Education.

*Athletic Training Student Travel Policy:*
MS-AT program students will not travel with a team as part of their clinical experience unless accompanied by a clinical preceptor. If a clinical preceptor is traveling with a team, he or she can require students to travel. Clinical preceptors should be aware of the possible negative academic consequences that can occur as a result of repeated student travel. Faculty and clinical preceptors will not require or pressure a student to travel unaccompanied by a clinical preceptor. If a student feels that he or she is being pressured to travel unsupervised, they are to report it to the Program Director or Health Science Department Chair.
All MS-AT students will attend a venue specific orientation on or before their first day of clinical rotation. The orientation will include reviewing venue-specific policies and procedures, reviewing venue-specific emergency action plans (EAPs) and the location of the EAPs, reviewing bloodborne pathogen procedures and exposure protocols as well as where bloodborne pathogen supplies are located, reviewing sanitation precautions and where sanitation stations are located, and a discussion regarding expectations and goals of both the preceptor and student. Students and preceptors must sign and return the Clinical Orientation Form to the Coordinator of Clinical Education.
Lock Haven University
MS-AT
Clinical Site Orientation Form

Preceptor reviewed expectations

Dress code
Attendance
Communication
Documentation
Patient privacy & confidentiality protections

Student discussed his/her expectations and goals

Reviewed EAP

Reviewed Bloodborne Post-Exposure Control Plan

Reviewed where Blood-borne pathogen supplies are located

Reviewed policies and procedures at site

Communicable and infectious disease policy

Others

Reviewed wearing of student ID badge


Preceptor Signature        Date

Student Signature        Date
The National Athletic Trainers’ Association (NATA) is a professional organization that promotes and supports the profession of athletic training. MS-AT students are encouraged, but not required, to become NATA members.
The NPI (National Provider Identifier) Number is a 10-digit numerical identifier used to identify an individual health care provider or a health care entity. The NPI number may be shared with other providers, employers, health plans, and payers. MS-AT students are required to establish an NPI number upon program enrollment. More information can be found at https://nppes.cms.hhs.gov/#/.
All students are required to obtain a Pennsylvania Criminal Background clearance, Pennsylvania Child Abuse clearance, and a FBI clearance through the Pennsylvania Department of Human Services prior to the start of their first clinical experience. Second-year students may be required to renewal these clearances pending clinical placements.
MS-AT students must be current with all immunizations required by the University. If no dates of immunization are available, titers need to be completed for each. In addition to the University required immunizations, each student must complete a 2 Step TB test prior to starting their first and third clinical rotations. A chest x-ray or Quantiferon Gold lab draw for TB instead of a skin test is also acceptable. All incoming MS-AT students must receive a Hepatitis B titer to see if they have immunity to Hepatitis B. If students do not have immunity, they are required to repeat the Hepatitis B vaccination series. Students are also required to meet any specific vaccination/immunization requirements of their clinical site. There must also be a physical on file with Student Health Services. Immunization records and physicals will be housed in Student Health Services and verification will be completed by the Program Director and/or Coordinator of Clinical Education in coordination with the Glennon Student Health Services staff.
All students enrolled in MS-AT program must purchase liability insurance. Liability insurance aids in protecting the athletic training student in the event of a crisis. Students have the right to select the insurance provider; however, the policy must provide $1,000,000 each incident/$3,000,000 aggregate coverage. Proof of continuous coverage must be provided throughout the Program and will be verified by the Program Director and/or Coordinator of Clinical Education. Failure to demonstrate coverage may result in disciplinary action and suspension from clinical experiences.
MS-AT program students must maintain current certification in Emergency Cardiac Care during their time in the program. It is the responsibility of the student to maintain currency and submit verification to the Coordinator of Clinical Education and/or Program Director. Students are initially certified / recertified in ATTR600 Fundamentals of Athletic Training. A list of approved Emergency Cardiac Care Providers can be found on the Board of Certification website. Failure to demonstrate current certification may result in disciplinary action and suspension from clinical experiences.
All MS-AT students must complete Bloodborne Pathogen Training annually prior to starting clinical rotations. The Bloodborne Pathology training and quiz are located on the Athletic Training Students course on D2L. Students must score at least a 75% on the Bloodborne Pathology quiz prior to starting clinical rotations each year.
Lock Haven University of PA
MS-AT
HIPAA / FERPA Training Policy

The Health Insurance Portability and Accountability Act and the Family Educational Rights and Privacy Act (FERPA) are federal laws that protect patient and student privacy by prohibiting disclosure of records without consent. Athletic training students may have access to medical and/or student records as part of the medical record system; and therefore, all athletic training students are required to participate in annual HIPAA and FERPA training. All athletic training students must demonstrate they have completed FERPA training prior to being placed in clinical education experiences. The HIPAA / FERPA training and quiz are located on the Athletic Training Students course on D2L. Students must score at least an 75% on the Bloodborne Pathology quiz prior to starting clinical rotations each year.
Lock Haven University of PA  
MS-AT  
Communicable Disease Policy

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

Lock Haven University will comply with all federal and state laws applicable to students and employees with communicable diseases. Strict confidentiality will be maintained in regard to individuals infected with a communicable disease. Discrimination against or harassment of the student and/or employee with a communicable disease is prohibited.

All athletic training students must complete annual Blood Borne Pathogen Training. Students are expected to follow the Universal Precautions established by the CDC.

If an athletic training student believes he/she has been exposed to, or develops a communicable disease, he/she is to contact his/her supervisor immediately. The person will be removed from the clinical site and will be seen by a physician. All physician examinations, diagnostic tests, and treatments will be at the student’s expense. He/she will be excused from the site until the physician deems the person is no longer contagious. As long as the medical evidence supports, with reasonable certainty, that a particular disease is not communicable by the contact normally found in the workplace or classroom, or through airborne transmission, those areas will not be considered to be hazardous as a result of the presence of student or employee who is infected. Each case will be decided individually based upon the medical evidence and the CDC guidelines.

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

Athletic training students are expected to meet the clinical experience requirements for the MS-AT program. If a communicable disease prevents the student from participating in a significant portion of a clinical rotation, the student may be required to participate in an additional clinical experience. Every effort will be made by the MS-AT program to accommodate the individual as long as the health and safety of all parties involved is maintained.

All Athletic Training Students will have on file either a record of vaccinations (including Hepatitis B Vaccinations) or a signed vaccine declination form. Vaccinations are available through the Glennon Infirmary.

If you have specific questions regarding this policy, please contact the Program Director, the Health Science Department Chairperson, or the University Administration.

By signing this form, you confirm that you have been made aware of this policy.

Name (Print): _________________________________ Date: ______________

Signature: ____________________________________
Equipment at didactic and clinical education sites will be calibrated and maintained per manufacturer, local, state, and national guidelines. The responsible person at each site will sign a form verifying this has been completed on an annual basis. The form will be collected and reviewed annually by the Coordinator of Clinical Education.
Lock Haven University
MS-AT
Clinical Site Evaluation Policy

The CAATE Standards for Professional Programs require that all active clinical sites be evaluated by the program on an annual basis. Active clinical sites are defined as those where students are placed during the current academic year, including the sites at Commonwealth University/Lock Haven University. For the purpose of this policy, clinical sites include athletic training clinical experience sites and supplemental clinical experience sites. This policy defines the various ways clinical sites are evaluated by the program on an annual basis.

All active clinical sites will be visited and evaluated by a program representative on an annual basis. The clinical site visits may occur either in-person or virtually. The primary preceptor should be present during the site visit, and the students assigned to the site should be present as schedules permit. The clinical site visits should be conducted by the Coordinator of Clinical Education and/or Program Director; however, other core faculty may conduct the site visits on an as-needed basis. A Clinical Site Visit Form will be completed during the visit, and the results of the visit will be shared with the Coordinator of Clinical Education. The completed Clinical Site Visit Form will be stored in the clinical site’s file in the Coordinator of Clinical Education’s office.

Additionally, all active clinical sites will be evaluated by the students assigned to that site at the end of each clinical experience using the Clinical Site Evaluation instrument on Typhon. The Coordinator of Clinical Education will review these evaluations at the end of each semester to identify concerns that must be addressed immediately. Students will also report their satisfaction with each clinical site with the program’s exit survey. Aggregate data from the student Clinical Site Evaluation, Preceptor Evaluation, and exit survey will be compiled by the Coordinator of Clinical Education annually and shared with the preceptor and will be considered by the Program when making future clinical placement decisions.
Preceptor training is held twice a year via a variety of delivery methods. All new preceptors must participate in preceptor training prior to students starting at their clinical site. All preceptors must participate in retraining a minimum of once every three years; however, preceptors are encouraged to attend preceptor training annually. The Coordinator of Clinical Education will track compliance with this policy.