



Clinical Exercise Physiology

**University of Delaware
Clinical Exercise Physiology
Program Policy
Last Updated: 6/3/2021**

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SECTION 1: PROGRAMMATIC OVERVIEW

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Suitability for the Practice of Clinical Exercise Physiology

Technical Standards for Admission

University of Delaware Clinical Exercise Physiology

PURPOSE

This handbook should serve as the primary resource for students enrolled in the Clinical Exercise Physiology (“CEP”) Master’s Program (the “Program”) at the University of Delaware (the “University”). Contained within is important information on the philosophy of the Program, as well as Program-specific policies and procedures related to academic and student affairs. Policies and procedures not addressed in this manual will default to that existent within the University *Graduate Catalog* or other University publications. Students are urged to obtain and read all relevant University publications and to keep abreast of changes in practice and / or governance.

MISSION STATEMENT

The mission of the University of Delaware’s CEP Master’s program is to provide a cultivating, intellectual, and cultural learning environment for graduate students through clinical and educational practices. By engaging in our educational laboratory and classroom experiences, students will develop practical skills for the application of physical fitness assessment, exercise prescription, and fitness program administration. Our program serves our students, as well as the local community, by providing high-quality internship opportunities amongst a variety of clinical settings and patient populations. Our focus is on developing high quality Clinical Exercise Physiologists who have the comprehensive ability to assist healthy and chronically ill individuals with improving and/or maintaining their health and fitness goals through physical activity and exercise prescriptions.

PHILOSOPHY

The University of Delaware CEP Program is a University based educational program housed within the College of Health Sciences and Kinesiology and Applied Physiology Department. The CEP program faculty members believe that the University is an appropriate environment for the education and development of future Clinical Exercise Physiologists, especially at the Master’s degree entry-level. As a program within a State supported institution of higher learning, we recognize the need and obligation to address the considerable commitment the State and University of Delaware have made to the growth and development of this program. As a member of the College of Health Sciences, we are responsive to the development of partnerships throughout the state in an era of interdisciplinary collaborative healthcare to enhance our student learning.

A clinical exercise physiologist (CEP) is a healthcare professional who is trained to work with persons who have chronic diseases where exercise training has been shown to be of therapeutic benefit including but not limited to cardiovascular disease, pulmonary disease and metabolic disorders. CEPs primarily work in medically supervised environments that provide a program or service that is supervised by a licensed physician. A CEP holds a minimum of a Master’s degree in exercise physiology, exercise or movement science, or kinesiology and is either licensed under state law or holds a professional certification from a national organization that is functionally equivalent to ACSM’s Certified Clinical Exercise Physiologist credential. An individual with a bachelor’s degree in exercise physiology, exercise or movement science, or kinesiology and certified as an ACSM Certified Clinical Exercise Physiologist is also considered qualified to perform exercise physiology services. – [Clinical Exercise Physiology Association](#)

The CEP curriculum is predicated on evidenced-based practice. Clinically oriented courses draw extensively from primary source research as well as traditional theory and practice. A strong foundation in basic science is established early in the curriculum alongside courses in which students learn skills necessary for the practice of clinical exercise physiology. Integration between didactic courses and clinical practice takes place in our internal and external clinics, which are a fundamental component of our Program.

A major goal of the curriculum is to encourage students to develop lifelong learning skills as a means to remain up to date throughout their careers. This is accomplished, in part, by educating students to be consumers of relevant literature and to make wise choices for their future continuing education experiences. Recognized clinical experts are

regularly utilized as instructors in the program in an effort to further develop the relationships between expert clinical practice and research.

The future of health care has always rested on the art and scientific inquiry of its practitioners. Clinical Exercise Physiology is a profession, that like other health care professions, is ever evolving and advancing in the quality, nature, and extent of services offered. The body of knowledge of Clinical Exercise Physiologist will only grow if its practitioners engage in basic and clinical practice. The CEP Program at the University of Delaware is firmly committed to developing new knowledge and advancing the profession of Clinical Exercise Physiology.

STUDENT OUTCOMES

Graduates of the Program will enter the profession as CEPS who:

1. Have demonstrated knowledge of the foundational and clinical sciences necessary to practice clinical exercise physiology.
2. Are competent in performing pre-exercise examinations, fitness evaluations, and exercise program development in a multitude of settings.
3. Possess the skills to use the literature to direct their everyday clinical decision making.
4. Display professional behaviors that reflect the core values of accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility in all professional interactions.
5. Demonstrate effective written, verbal and non-verbal communication skills.
6. Demonstrate a commitment to lifelong learning through participation in continuing education courses, professional development, self-directed learning, and mentoring activities.

NOTICE OF NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:

Danica A. Myers

Interim Title IX Coordinator

305 HULLIHEN HALL, NEWARK, DE 19716

302-831-8063

titleixcoordinator@udel.edu

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact:

Elizabeth Reed

Director, Office of Disability Support Services

Alison Hall, Suite 130

Newark, DE 19716

302-831-4643

ecreed@udel.edu

OR contact the [U.S. Department of Education - Office for Civil Rights.](#)

[More information on Accessibility at UD](#)

SUITABILITY FOR THE PRACTICE OF CLINICAL EXERCISE PHYSIOLOGY

The collective faculty reserve the right to determine whether a student may matriculate or graduate on academic or ethical grounds, including traits of character as pertaining to professional performance. Therefore, it is the judgment and expertise of the faculty that shall authorize and ultimately determine student appropriateness for the practice of clinical exercise physiology. Students are evaluated not only on their scholastic achievement, but also on their intellectual, physical, and emotional capacities to meet the technical standards of the program's curriculum. Students must demonstrate good judgment, responsibility, morality, sensitivity, and compassion, while simultaneously being able to accurately synthesize and apply knowledge in a time efficient and safe manner. Deficiencies in these standards or the inability to function accordingly may jeopardize patient care and therefore may preclude matriculation or graduation from the program.

TECHNICAL STANDARDS FOR ADMISSION

The CEP program at the University of Delaware is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the CEP Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level Clinical Exercise Physiologist, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs –“CAAHEP”). The following abilities and expectations must be met by all students admitted to the Clinical Exercise Physiology Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

The Department acknowledges Section 504 of the 1973 Vocational Rehabilitation Act, and the ADA Amendments Act of 2008 (collectively “Disability Laws”), but maintains certain minimum technical standards must be present in the student seeking this degree. While state and federal law requires the provision of reasonable accommodations in situations of documented disability, there are disabilities that cannot be accommodated based upon professional practice demands. The program does seek to be supportive of individuals who can, through reasonable accommodation, meet the core performance standards expected of a Clinical Exercise Physiologist. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with equal opportunity to participate in all aspects of a course or clinical experience. Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of the course or clinical experience.

To determine if requested accommodations are feasible and reasonable, students should follow the established procedures of the University's Office of Disability Support Services (“DSS”) to discuss educational needs and resources. For newly enrolled students, requests should occur with as much advance notice as possible before the start of the program. As there will be no retroactive accommodations, students are encouraged to request accommodation in a timely fashion.

The use of trained intermediaries to assist a student in accomplishing the curriculum requirements in the five skill areas identified in the Technical Standards document will not be permitted by the Department. Intermediaries, no matter how well trained, are applying their own powers of selection and observation, which could affect the student's judgment and performance. Therefore, no disabilities can be reasonably accommodated with an intermediary that provides cognitive support or that supplements clinical and ethical judgment.

Meeting the minimum requirements does not guarantee admission. Acceptance is based on academic excellence, clinical experience, the required essays, interview (by invitation only), and letters of recommendation.

Candidates for selection to the Clinical Exercise Physiology Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and clinical judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate evaluations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and supervision 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 evaluation 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 Clinical Exercise Physiology 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.

Candidates for selection to the Clinical Exercise Physiology Program will be required to verify they understand and meet these technical standards or that they believe, with certain accommodations, they can meet the standards.

The Director of the Office of Disability Support Service will evaluate a student 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 laws. After accommodations have been approved / sanctioned by ODSS, the qualifying student is solely responsible for communicating his/her intention to utilize the outlined accommodations with the course coordinator. Students should not expect faculty to inquire about use of outlined accommodations. Five days advance notice must be provided to the course coordinator in writing when students wish to enact ODSS-approved accommodations during an assessment or other learning activity. As consistent with University policy, students who fail to provide notice commensurate with this timeframe will not be accommodated.

If the student disagrees with the decision made by the University of Delaware as to whether the accommodation request is reasonable, the student may file an appeal as per the University's ADA Grievance Procedure (see www.udel.edu/dss for more information).

Clinical Exercise Physiology students will abide by the following:

A. Technical standards required for completion of the program must be clearly defined, published, approved by appropriate institutional representatives and be publicly accessible.

1. Students must read and sign the technical standards and are required to update their signature if their health status changes. Students who require accommodation to meet the technical standards must obtain verification by a physician or appropriate institution disability officer as defined by sponsoring institution policy that proper accommodation has been provided for the student to meet the standard.

B. Students must have documentation of immunizations appropriate for health care providers as determined by the institution.

C. An active communicable or infectious disease policy as determined by the institution must be established and made publicly available.

D. Students must read and sign the program's active communicable disease policy.

E. Clinical Exercise Physiology students must have verification of completion of applicable HIPAA training as determined by the institution.

F. The program must establish a uniform written safety policy for all clinical sites regarding therapeutic equipment.

1. The program must provide proof that therapeutic equipment at all sites is inspected, calibrated, and maintained according to the manufacturer's recommendation, or by federal, state, or local ordinance.

H. Blood-borne pathogen training and procedures:

1. Formal blood-borne pathogen training must occur before students are placed in a potential exposure situation. This includes placement at any clinical site, including observational experiences;

2. A detailed post-exposure plan that is consistent with the federal standard and approved by appropriate institutional personnel must be provided to the students.

3. Blood-borne pathogen policies must be posted or readily available in all locations where the possibility of exposure exists and must be immediately accessible to all current students and program personnel including preceptors;

4. Students must have access to and use of appropriate bloodborne pathogen barriers and control measures at all sites;

5. Students must have access to, and use of, proper sanitation precautions (e.g. hand washing stations) at all sites.

I. All sites must have a venue-specific written Emergency Action Plan (EAP) that is based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue).

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EXPECTATIONS OF PROFESSIONAL BEHAVIOR

Students are educated about the specific professional behaviors that relate to the Clinical Exercise Physiology profession at multiple points throughout the curriculum. Professional behaviors are emphasized both in the classroom and clinical environment. The Clinical Exercise Physiology Program has adapted and modified the Professional Behaviors document from the field of Physical Therapy. The intent of the Professional Behaviors Assessment Tool is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of Clinical Exercise Physiology. This Professional Behaviors Assessment Tool is intended to represent and be applied to student growth and development in the classroom and the clinic. Each Professional Behavior is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the Professional Behavior they represent. Each developmental level builds on the previous level such that the tool represents growth over time in their education and clinical practice.

Definitions of Behavioral Criteria Levels

Beginning Level (Summer Sessions 1 @ 2) – behaviors consistent with a learner in the beginning of the professional phase of CEP education and before the first significant internship

Intermediate Level (Fall Semester and Winter Semester)– behaviors consistent with a learner after the first significant internship

Entry Level (Spring Semester and End of program)– behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

PROFESSIONAL BEHAVIORS

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

Beginning Level:

- Raises relevant questions
- Considers all available information
- Articulates ideas
- Understands the scientific method
- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
- Recognizes holes in knowledge base
- Demonstrates acceptance of limited knowledge and experience

Intermediate Level:

- Feels challenged to examine ideas
- Critically analyzes the literature and applies it to patient management
- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas at a level consistent with knowledge base
- Acknowledges presence of contradictions

Entry Level:

- Distinguishes relevant from irrelevant patient data
- Readily formulates and critiques alternative hypotheses and ideas
- Infers applicability of information across populations
- Exhibits openness to contradictory ideas
- Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- Justifies solutions selected

2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

Beginning Level:

- Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- Recognizes impact of non-verbal communication in self and others
- Recognizes the verbal and non-verbal characteristics that portray confidence
- Utilizes electronic communication appropriately

Intermediate Level:

- Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- Restates, reflects and clarifies message(s)
- Communicates collaboratively with both individuals and groups
- Collects necessary information from all pertinent individuals in the patient/client management process
- Provides effective education (verbal, non-verbal, written and electronic)

Entry Level:

- Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively and efficiently

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

Beginning Level:

- Recognizes problems
- States problems clearly
- Describes known solutions to problems
- Identifies resources needed to develop solutions
- Uses technology to search for and locate resources
- Identifies possible solutions and probable outcomes

Intermediate Level:

- Prioritizes problems
- Identifies contributors to problems
- Consults with others to clarify problems
- Appropriately seeks input or guidance

- Prioritizes resources (analysis and critique of resources)
- Considers consequences of possible solutions

Entry Level:

- Independently locates, prioritizes and uses resources to solve problems
- Accepts responsibility for implementing solutions
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Modifies solutions based on the outcome and current evidence
- Evaluates generalizability of current evidence to a particular problem

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

Beginning Level:

- Maintains professional demeanor in all interactions
- Demonstrates interest in patients as individuals
- Communicates with others in a respectful and confident manner
- Respects differences in personality, lifestyle and learning styles during interactions with all persons
- Maintains confidentiality in all interactions
- Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- Recognizes the non-verbal communication and emotions that others bring to professional interactions
- Establishes trust
- Seeks to gain input from others
- Respects role of others
- Accommodates differences in learning styles as appropriate

Entry Level:

- Demonstrates active listening skills and reflects back to original concern to determine course of action
- Responds effectively to unexpected situations
- Demonstrates ability to build partnerships
- Applies conflict management strategies when dealing with challenging interactions
- Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Beginning Level:

- Demonstrates punctuality
- Provides a safe and secure environment for patients
- Assumes responsibility for actions
- Follows through on commitments
- Articulates limitations and readiness to learn
- Abides by all policies of academic program and clinical facility

Intermediate Level:

- Displays awareness of and sensitivity to diverse populations
- Completes projects without prompting
- Delegates tasks as needed
- Collaborates with team members, patients and families
- Provides evidence-based patient care

Entry Level:

- Educates patients as consumers of health care services
- Encourages patient accountability
- Directs patients to other health care professionals as needed
- Acts as a patient advocate
- Promotes evidence-based practice in health care settings
- Accepts responsibility for implementing solutions
- Demonstrates accountability for all decisions and behaviors in academic and clinical settings

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the CEP profession.

Beginning Level:

- Abides by all aspects of the academic program honor code
- Projects professional image
- Attends professional meetings
- Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Intermediate Level:

- Identifies positive professional role models within the academic and clinical settings
- Acts on moral commitment during all academic and clinical activities
- Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- Discusses societal expectations of the profession

Entry Level:

- Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- Discusses role of Clinical Exercise Physiology within the healthcare system and in population health
- Demonstrates leadership in collaboration with both individuals and groups

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Beginning Level:

- Demonstrates active listening skills
- Assesses own performance
- Actively seeks feedback from appropriate sources
- Demonstrates receptive behavior and positive attitude toward feedback
- Incorporates specific feedback into behaviors
- Maintains two-way communication without defensiveness

Intermediate Level:

- Critiques own performance accurately
- Responds effectively to constructive feedback
- Utilizes feedback when establishing professional and patient related goals
- Develops and implements a plan of action in response to feedback
- Provides constructive and timely feedback

Entry Level:

- Independently engages in a continual process of self-evaluation of skills, knowledge and abilities
- Seeks feedback from patients/clients and peers/mentors
- Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- Uses multiple approaches when responding to feedback
- Reconciles differences with sensitivity
- Modifies feedback given to patients/clients according to their learning styles

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

Beginning Level:

- Comes prepared for the day's activities/responsibilities
- Identifies resource limitations (i.e. information, time, experience)
- Determines when and how much help/assistance is needed
- Accesses current evidence in a timely manner
- Verbalizes productivity standards and identifies barriers to meeting productivity standards
- Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- Utilizes effective methods of searching for evidence for practice decisions
- Recognizes own resource contributions
- Shares knowledge and collaborates with staff to utilize best current evidence
- Discusses and implements strategies for meeting productivity standards
- Identifies need for and seeks referrals to other disciplines

Entry Level:

- Uses current best evidence
- Collaborates with members of the team to maximize the impact of treatment available
- Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- Gathers data and effectively interprets and assimilates the data to determine plan of care
- Utilizes community resources in discharge planning
- Adjusts plans, schedule etc. as patient needs and circumstances dictate

- Meets productivity standards of facility while providing quality care and completing non-productive work activities

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

Beginning Level:

- Recognizes own stressors
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

Intermediate Level:

- Actively employs stress management techniques
- Reconciles inconsistencies in the educational process
- Maintains balance between professional and personal life
- Accepts constructive feedback and clarifies expectations
- Establishes outlets to cope with stressors

Entry Level:

- Demonstrates appropriate affective responses in all situations
- Responds calmly to urgent situations with reflection and debriefing as needed
- Prioritizes multiple commitments
- Reconciles inconsistencies within professional, personal and work/life environments
- Demonstrates ability to defuse potential stressors with self and others

10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Beginning Level:

- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Identifies own learning needs based on previous experiences
- Welcomes and/or seeks new learning opportunities
- Seeks out professional literature

Intermediate Level:

- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands limits of application to professional practice

Entry Level:

- Respectfully questions conventional wisdom
- Formulates and re-evaluates position based on available evidence

- Demonstrates confidence in sharing new knowledge with all levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other health professionals for treatment ideas

PROFESSIONAL DRESS CODE

University of Delaware's Clinical Exercise Physiology Dress Code Policy

The following rules apply to when students are at clinical rotation sites, participating in laboratory classes, working UD CEP related functions or attending UD CEP related events. In general, attire is business casual with specifics outlined below. All clothing should be appropriate for responding to emergencies and working with clients.

- No open toed shoes (flip-flops, sandals, heels, etc.)
- No boots (work boots, Uggs)
- No deep cut shirts, tank tops, crop tops, or strapless shirts
- Clothing may not promote vulgar, inappropriate, or offensive material
- No shorts
- No blue jeans in clinic
- Dresses/skirts may be worn when attending events but not in clinics
- Sports jackets may be worn over clothing for warmth. CEP jacket is preferred.
- Nametags must be on display at all times when working with clients
- Jewelry should be modest, professional and kept to a minimal
- Facial hair should be kept manicured and professional
- Make up should be professional
- Visible tattoos are acceptable as long as they are appropriate and non-offensive

ACADEMIC INTEGRITY

The Clinical Exercise Physiology program follows and supports the University of Delaware's policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. It is expected that students will review the University's Code of Conduct. Students will be provided the link to access this document during their orientation session. The Student Code of Conduct can be found [here](#).

ATTENDANCE POLICY

1. Attendance is defined as presence during the *entire* scheduled activity or until completion of an examination.
2. If a student is unable to attend a required activity, it is their responsibility to discuss the reason with the faculty member of record *in advance* of the required session in order to obtain approval for the absence. In situations of emergency, the faculty member of record should be notified as soon as possible.
3. The faculty member of record retains the right to determine if an absence is excused or unexcused.
4. Unexcused absences will follow the penalties as outlined in the course syllabus and should be reflected in student Professional Behaviors assessments. If not explicitly outlined in the syllabus, the following policies for assessments will prevail when an absence is deemed unexcused:
 - a. Zero credit on quizzes or other written examinations / assignments; at the discretion of the course instructor, the student may be permitted to engage in the assessment for a maximum score not to exceed half the total point value for that assignment or assessment.

b. Zero credit for an assessment or other practical examination; students will be permitted to take the assessment or practical examination one time and must earn the passing standard for that attempt (there are no further repeat opportunities beyond this attempt).

5. In situations of absence, the student remains responsible for the acquisition of missed material / content.

6. Unless otherwise noted in the course syllabus, attendance at lecture is mandatory. Penalties for unexcused lecture absence will align with the standards as outlined in the course syllabus.

7. Unless otherwise exempted (with advance notification) by the faculty member of record, attendance at all laboratory sessions is required. Unexcused lab absences will follow the penalties as outlined in the course syllabus.

8. Attendance at clinical experiences is mandatory. Unexcused absences will follow the penalties as outlined in the course syllabus.

9. Students who do not demonstrate appropriate levels of preparedness (i.e. – assignments not completed in advance of class, inappropriate attire to participate fully in activities, absence of needed supplies for participation) may be asked to leave class and may be subject to an “unexcused” absence for the session. Unexcused absences will follow the penalties as outlined in the course syllabus.

10. Should a student anticipate an absence, they must find a fellow classmate to cover their clinical responsibilities. The CEP Internship Substitution Form must be completed by both the student who will be absent from their clinical rotation as well as the student covering the clinical rotation no less than one-week before their anticipated leave. All forms must be submitted to and approved by the program Director. If a substitution form is not complete, the absence will be considered unexcused.

ILLNESS

Any student who must miss a required class to attend to a health concern may be asked to submit medical clearance for return to lecture, lab and / or clinic to the Clinical Exercise Physiology Program Director. As a general guideline, medical clearance will be required by students in the following situations:

1. After undergoing a surgical procedure, whether inpatient or outpatient in nature.
2. Upon seeking medical attention at an Emergency Department or other Urgent Care Center given a traumatic or other high-acuity health concern.
3. After missing class or clinic greater than 3 days consecutively.
4. If experiencing a change in bone, joint or ligament stability that required medical attention.
5. If experiencing a change in central nervous system function that required medical attention.
6. If experiencing a change in cardiopulmonary system function that required medical attention.

The Director of the CEP Program, will assist students unable to return to full and unrestricted class, lab, and/or clinic participation or who experience significant time out of class, lab, and/or clinic due to prolonged illness. The Department is committed to assisting students with illness in keeping pace with their academic work during their recovery. In the setting of relatively short-term changes in health status wherein classroom participation is disallowed, the recording of classroom instruction can be requested to help maximize student achievement and minimize disruption to matriculation. Should temporary physical accommodations be necessary (given student inability to engage in the essential functions required for course objective fulfillment), an academic contract may be implemented that specifies practice expectations and assessment timeframes. However, a medical leave of absence may be recommended in situations wherein too much time is missed or a student is unable to fulfill the technical standards of a course / requirements of the academic contract. Instructors who need to cancel classes due to illness will provide notification to students in as timely of a manner as possible. Please understand that emergency situations do arise, though every effort will be made to minimize interference with planned student learning objectives. Departmental policy forbids a student or employee from returning to the clinical or teaching environment until fever-free (un-medicated) for at least 24 hours.

CLASSROOM BEHAVIOR

Students will have the privilege to use equipment and facilities associated with the Clinical Exercise Physiology program. These include property of the University of Delaware as well as property of our external clinical sites. Students are expected to respect all equipment, leave the facilities in the same condition they found them in and report any damaged equipment to supervisors immediately. Students will complete a classroom behavior/laboratory and classroom equipment agreement form as well as an Employee Confidentiality Agreement during their initial orientation. Students will have access to some program facilities outside of standard structured class time. Students using classroom space outside of scheduled hours are responsible for cleaning and locking the facility when they leave. Any student who repeatedly leaves the facility in unfavorable conditions or unlocked will lose their privileges to access the classroom after hours.

Section 3: Academic Standards and Related Policies

Administration and Program Description

Grading

Extra Credit

Criteria for Matriculation

Criteria for Dismissal

Written Exams

Practical Exams

Clinical Education

Course Content

GPA Requirements

Probationary Status

Time to Complete Clinical Exercise Physiology Degree

GRADING

The Department will utilize the following scale for all graded courses not considered pass/fail in nature. Students are advised to consult the course syllabi for letter grade options.

A	93-100	B	83-85.99	C	73-75.99	D	63-65.99
A-	90-92.99	B-	80-82.99	C-	70-72.99	D-	60-62.99
B+	86-89.99	C+	76-79.99	D+	66-69.99	F	< 60

Final grades will be determined by rounding the overall percentage to the nearest whole number. For example, an 89.15% is rounded to 89% (B+), and an 89.55% is rounded to 90% (A-).

Other Grading Codes

I Incomplete. This grade is awarded when mitigating circumstances exist that have precluded a student from satisfactorily completing all requirements of a given course. This is an exceptional grade that should only be used when situations arise beyond the student's control (i.e. – illness or other unavoidable absence) that require additional time for fulfillment of remaining academic obligations. An "I" will convert to an "F" within 6 weeks if outstanding academic obligations are not reconciled.

W Official Withdrawal. Students must petition the Program Director to withdraw from a core course within the curriculum. Compelling evidence of extenuating circumstances necessitating the withdrawal must be provided as the Department will not allow for the withdrawal solely for poor academic performance. This policy applies to all published University drop-add deadlines.

P Pass. Satisfactory completion of all course requirements. Performance must be commensurate with a "C" or above if equating to letter-grade scale.

F Fail. Unsatisfactory level of performance or completion of course requirements.

S Satisfactory progress. Utilized for classes that span semesters.

CRITERIA FOR MATRICULATION

- Students must achieve an initial minimum grade of 'pass' or 'C' in all required didactic courses. A grade of C minus (C-) or below does not satisfy the passing benchmark. Those that do not will be permitted to repeat the course *one time* to achieve the passing standard.
- Students must have an overall cumulative 3.00 grade point average ("GPA") and an overall 3.00 GPA in the courses required for the degree to participate in terminal full-time clinical education experiences.
- Students must achieve a grade outlined/ specified/offered in syllabus that is higher than, but not inclusive of, a C- (C minus) in KAAP671 (CEP internships) to meet passing standards. Students who receive a grade of 'F' will not proceed in the curriculum, nor will they be provided the opportunity to repeat the clinical experience. Students who receive an initial intermediate grade outlined/specified/offered in syllabus between, and inclusive of, C- (C minus) and D- (D minus), will be permitted to repeat the course *one time* to achieve the passing standard
- There are no decelerated curriculum options. If, under extreme circumstances, a change in academic progression needs to occur, the program Director will govern academic progression.
- Students must individually pass both the laboratory and didactic components of a course in order to proceed in the curriculum, despite overall (cumulative) course grade calculations.
- Students must earn the grade of P (pass) in all required pass / fail courses in order to proceed in the curriculum.
- Students must possess all needed clearances (e.g. – health, criminal background check, etc.) as required by the setting / location wherein clinical experiences are delivered. In the event a student is unable to meet the requirements of the setting / location, the student may be unable to fulfill the course objectives and may need

to consider / request a leave of absence to work towards compliance. Alternate locations outside those currently approved for the Clinical Exercise Physiology program will not be considered.

CRITERIA FOR DISMISSAL

- Achieving a grade less than 'pass' or 'C' during the *repeat* (second attempt) of any required didactic course will result in a recommendation for dismissal from the Program to the Office of Graduate and Professional Education.
- Achieving an initial grade of 'F' or 'fail' in KAAP671 will result in a recommendation for dismissal from the Program to the Office of Graduate and Professional Education.
- Achieving a grade of C- or lower during the *repeat* (second attempt) of KAAP671 will result in a recommendation for dismissal recommendation from the Program to the Office of Graduate and Professional Education.
- Inability to obtain an overall cumulative 3.00 GPA and an overall 3.00 GPA in courses required for the degree within the 1-year established timeframe for completion of the CEP degree will result in a recommendation for dismissal from the Program to the Office of Graduate and Professional Education.
- In addition to the factors above, faculty may also vote to recommend dismissal of a student to the Office of Graduate and Professional Education for reasons including, but not limited to:
 - Inability to function adequately in a professional capacity
 - Inability to demonstrate competence or to ensure patient safety despite reasonable and appropriate accommodation of a qualifying physical and / or mental health problem (refer to Technical Standards)
 - Behavior determined illegal, unethical, or so objectionable as to be inconsistent with the suitability for the CEP profession
 - Inability to obtain needed clearance for participation in course-specific settings given findings within the criminal background report that are unable to be resolved

MISSED EXAMINATIONS

Unless pre-approved by the faculty member of record, make-up examinations will not be permitted and a grade of zero will be awarded. Exceptions will be made only in the most extreme of situations where prior notification and excuse was not possible under the circumstances. In situations where the absence is excused, the faculty member of record will determine a suitable time for the make-up examination. The student will not incur academic penalty when absences are pre-approved and deemed "excused."

TARDINESS TO EXAMINATIONS

A student who, without prior notification and excuse, arrives late to a required examination or assessment will not be allowed extra time to compensate for the late arrival unless the student demonstrates good cause for the late arrival and that prior notification and excuse could not reasonably be given under the circumstances

CLINICAL EDUCATION

The CEP faculty are committed to maximizing the clinical learning opportunities for all students. Integrated clinical experiences will occur on and off campus at pre-approved sites where students will be exposed to best clinical practice in a manner that seamlessly reinforces the clinical philosophies of the department.

COURSE CONTENT

Faculty reserve the right to modify curricular content and alter course requirements on a yearly basis if deemed to be in the best interest of student learning or if required by availability of resources. Students will be held accountable for content, assignments, and assessments as outlined in the syllabus corresponding to their enrollment in the particular course. Students may, however, be referred to, and to some degree held accountable for, information in courses not yet taken if required for clinical care.

GPA REQUIREMENTS

Commensurate with the University policy, a student will be required to maintain a minimum cumulative GPA of 3.000 at the end of each semester to be considered in good academic standing. In addition, the University will require an overall cumulative 3.000 GPA and an overall 3.000 GPA in courses required for the degree to allow a student to graduate.

PROBATIONARY STATUS

The Program will adhere to the University guidelines regarding academic probation for graduate students. This policy is clearly outlined in the Graduate Catalog. All academic course work must be successfully completed before a student will be allowed to participate in the full-time clinical education phase of the program.

TIME TO COMPLETE CEP DEGREE

Students in the Program have a maximum of four years to complete the CEP degree.

Section 4: Department Standards and Related Policies
Programmatic Requirements
Criminal Background Checks
Notification of Violations of Law
Transfer Credit and Credit by Examination
Deferment Policy
Withdrawal Policy
Leave of Absence Policy
Drop – Add Policy
Bloodborne Pathogens Training
Student Rights
Grade Grievance and Other Related Academic Complaints
Complaints against the Department
Notice of Non-Discrimination, Equal Opportunity and Affirmative Action
University's Title IX Statement

PROGRAMMATIC REQUIREMENTS

Immediately upon entering the program, and every year thereafter, the student must demonstrate proof of the following:

1. Seasonal flu vaccination
2. Required vaccinations
3. Completed Nemours paperwork
4. Completed Christiana Care paperwork
5. Completed CITI Training
6. Completed HIPAA Training
7. Completed Orientation Packet
8. AHA BLS training
9. Blood-borne pathogens training
10. Drug test
11. Background check

Additional testing and/or vaccinations specific to COVID-19 may be required.

CRIMINAL BACKGROUND CHECK

Students enrolled in the Clinical Exercise Physiology program must undergo a criminal background check prior to participating in clinical experiences as required by some external sites. If a student is worried about the possible findings on a criminal background check should contact the program Director in a timely manner to discuss these concerns and how they may impact their ability to participate in clinical experiences.

NOTIFICATIONS OF VIOLATIONS OF LAW

All students in the CEP program are subject to the policies outlined in the Graduate Code of Conduct. As noted in the policy, "Violations of local, state, or federal law are subject to University action. A student who has pleaded guilty to or otherwise accepted responsibility for a violation should be aware that the University may also sanction the student. The following procedure is required should a student undergo criminal arrest while enrolled in the CEP program.

1. The student must notify the program Director and Office of Graduate Professional Education of any off-campus arrest.
2. Following this notification, the student will be notified that they are required to make an appointment for an interview where the facts involved in the student's arrest, their obligation to keep the University informed of the progress of the criminal charge(s) and the student's obligation to advise the University of final disposition of the criminal charge(s) will be discussed.
3. The University may withdraw any student when certain charges are pending against that student, subject to the procedures set forth in the Student Conduct System. Specifically, withdraw may be mandated if the crime involves an act of violence, the sale, manufacture or delivery of drugs, or any other conduct that is egregiously offensive to the University's mission.

DEFERMENT POLICY

Any student who wishes to request deferment of their enrollment in the Program must do so in writing to the Program Director. The reasons for deferment must be clearly articulated. The request will be considered by the program faculty at the earliest possible time. Except in the most extreme of situations, a student may not defer enrollment greater than one year.

WITHDRAWAL POLICY

Any student who wishes to withdraw from a core course must petition the Program Director in writing. Compelling evidence of extenuating circumstances necessitating the withdrawal must be provided as the Department will not allow for the withdrawal solely for poor academic performance.

LEAVE OF ABSENCE POLICY

Any student who wishes to request a leave of absence (LOA) for personal, professional, or medical reasons must do so in writing to the Program Director. The reasons for the leave must be clearly articulated. Pending agreement, the Department will forward support for the leave of absence to the Office of Graduate and Professional Education for final approval. Except in the most extreme of situations, an approved LOA will not be greater than one year.

Academic policy requires students to participate and pass a DEIS prior to return to full-time student status (pending classes have been taken/passed prior to the LOA request). The Program Director will oversee the DEIS once the request for LOA has been approved.

BLOOD BORNE PATHOGEN (BBP) EXPOSURE AND INJURY POLICY

Per University standards, all BBP exposures and personal injuries will be treated and reported immediately. Standard Precautions is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other blood borne pathogens. In addition to blood, the following human body fluids require use of Standard Precautions: Semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids, including urine. The term "body fluids" will refer to the above listed fluids.

Students enrolled in the CEP program will adhere by the following rules:

1. The law requires the practice of Standard Precautions
2. Standard Precautions should be used when caring for all patients.
3. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, and for handling items or surfaces soiled with blood or body fluids. For performing venipuncture or other vascular access procedures, gloves are required
4. Gowns or aprons should be worn during procedures that are likely to splash blood, urine, or other body fluids
5. Hands should be washed before and after each patient contact. Hands and other skin surfaces should be washed immediately if contaminated with blood or body fluids. Hands should be washed immediately after gloves are removed.
6. Needles should not be recapped by hand, purposely bent or broken by hand, removed from disposable syringes except in specific approved situations, or otherwise manipulated by hand. After use, disposable syringes, needles, scalpel blades, or other sharp items should be placed in a puncture resistant container for transport for disposal. The container must be labeled or color coded and leak proof on the sides and bottom.
7. Transmission of HIV and Hepatitis B has been reported by contact with Blood and other potentially infectious materials

All students will be required to participate in BBP training from the University. Forms for reporting BBP or injury incidents are stored in classrooms/facilities and made available online for students to access as needed.

STUDENT RIGHTS

CEP students enjoy the same rights and privileges as all other graduate students who attend the University of Delaware. Students should consult the [Graduate Catalog](#) and [The Student Guide to University Policy](#) for a detailed description of student rights and due process.

GRADE GRIEVANCE AND OTHER RELATED ACADEMIC COMPLAINTS

Students incurring academic or behavioral sanctions that impact matriculation will meet with the Director of the CEP Program to review the incident, unique circumstances, and existing policies. To ensure full exploration of the issue, the Director of the CEP Program will also meet with faculty and review all records relative to the incident. If resolution cannot be obtained at this level, students will be advised on their grievance options as outlined in the [The Student Guide to University Policy](#).

It is a violation of University policy to retaliate in any way against any individual who has lodged a complaint. Person(s) against whom the complaint is lodged also bear a responsibility to abstain from retaliatory behavior toward the complainant(s) and/or any individual participating in the investigation.

COMPLAINTS AGAINST THE DEPARTMENT

Any individual or organization that is unsatisfied with their experience or encounter with any student, faculty or staff member of the Department at the University of Delaware is advised to file a timely written complaint with the Department.

The process for handling complaints is as follows:

1. When possible, the Department Chair shall discuss the complaint directly with the party involved within fourteen (14) business days. If at all possible, the matter shall be reconciled at this point. A letter from the Department Chair outlining the resolution of the complaint will be sent to the complainant and the matter will be closed.
2. If a resolution of the complaint is not achieved, or if the complaint is against the Department Chair, the involved party may submit a written complaint to the Dean of the College. In the event a resolution was attempted by the Department Chair but was unsuccessful, the initial complaint and records of attempted resolution shall be forwarded to the Dean. The Dean or Dean's designee shall discuss the complaint directly with the party involved, either separately or together as the circumstances require. A letter from the Dean or Dean's designee outlining the resolution of the complaint will be sent to the complainant and the matter will be closed.
3. If satisfactory resolution is not achieved, the involved party may submit a written complaint to the Provost of the University.

Complaints should be addressed to the appropriate person or persons below:

John Jeka, Chair KAAP Department University of Delaware Newark, DE 19716	Kathy Matt, Dean College of Health Sciences University of Delaware Newark, DE 19716	Vice Provost for Graduate and Professional Education University of Delaware Newark, DE 19716
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It is a violation of University policy to retaliate in any way against any individual who has lodged a complaint. Person(s) against whom the complaint is lodged also bear a responsibility to abstain from retaliatory behavior toward the complainant(s) and/or any individual participating in the investigation.

NOTICE OF NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

[More information on Accessibility at UD](#)

For inquiries or complaints related to non-discrimination policies, please contact: Title IX Coordinator 305 Hullihen Hall, Newark, DE 19716 302-831-8063 titleixcoordinator@udel.edu	For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services Alison Hall, Suite 130 Newark, DE 19716
	302-831-4643 OR contact the U.S. Department of Education - Office for Civil

UNIVERSITY'S TITLE IX STATEMENT

Should a faculty member, at any time during this course, be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), the faculty member is obligated by federal law to inform the university's Title IX coordinator. The university needs to know information about such incidents to not only offer resources, but to ensure a safe campus environment. The Title IX coordinator will decide if the incident should be examined further. Should a student make such a disclosure to a faculty member, be it in written or oral form, the incident will be maintained as private with the exception of disclosure to the Title IX coordinator. Twenty-four-hour crisis assistance, victim advocacy, and counseling is available by contacting sexual offense support advocates at [302-831-2226](tel:302-831-2226), student health services. Additional information on sexual misconduct policies, where to get help, and reporting information can be found at <https://sites.udel.edu/sexualmisconduct/>

Section 5: Student Life
Use of Classroom/Lab Space Outside of Scheduled Hours
Counseling
Leadership
CEP Awards

USE OF CLASSROOM / LAB SPACE OUTSIDE OF SCHEDULED HOURS

Students may utilize CEP controlled classroom and laboratory spaces outside of scheduled class time should the rooms be available. Students should inquire with the office staff to determine room availability. If not otherwise occupied, the staff will assist in reserving the room. Faculty members reserve the right to cancel a student reservation in situations wherein the room becomes needed for other educational and / or research related activities. Students will have access to the STAR facility seven days/week between the hours of 6am and midnight unless otherwise restricted given health / safety concerns (e.g. – pandemic, absence of water or electricity within facility, etc.). Students working in STAR outside of normal class hours are required to follow instructions imparted by the Program Director. Failure to abide by established policies and building curfews will result in a Professional Behaviors Feedback Form. More strict action will be taken in situations of repeated abuse. Unless otherwise supervised or permitted by the faculty member of record, maximal exercise testing should not be performed outside of supervised class time.

COUNSELING

CEP students are expected to make their studies top priority. The Department recognizes, however, that students must balance their strong commitment to the CEP program with their commitments to their families and communities and, in as much, must engage in the self-care practices that allow them to be healthy and fully engaged with patients / clients and with the profession of clinical exercise physiology.

Students are encouraged to utilize the services of the [Center for Counseling and Student Development](#) (“CCSD”). Counseling, both individual and group, is one of the major functions of the CCSD. Students who seek such services present a wide variety of personal, career, and educational concerns. It is the CCSD’s goal to assist such individuals in identifying problems, developing alternatives, and making decisions, either by using the services offered at the CCSD or those provided by others on or off campus.

Appointments to see a counselor may be made in person or by telephone (302-831-2141). The student’s first contact with the CCSD will typically be an assessment in which the student and the counselor make decisions about the type of help needed. Assessment appointments preferably are made in advance and are usually scheduled within several days of the student’s request to see a counselor. Students requiring immediate assistance because of psychological difficulties are directed to the following resources:

- UD Helpline 24/7/365: 302-831-1001
- Crisis Text Line: Text “UDTEXT”, or "STEVE" for students of color, to 741741
- Student Health Services: 302-831-2226
- UD Police and/or Ambulance: 911

LEADERSHIP

Each year one CEP student will be appointed to the Kinesiology and Applied Physiology’s Graduate Student Organization (KGSO) as the Clinical Exercise Physiology Representative. Nominations for this position are volunteer base and requested at the start of the fall semester. Students who are interested in holding this leadership position should contact the Program Director before the first day of fall semester. CEP students are encouraged to run for other KGSO positions (President, Treasurer, Secretary, etc.) should they be interested. Information about KGSO can be found below:

- **KGSO PURPOSE:** The mission of the Kinesiology Graduate Student Organization (KGSO) is to cultivate a positive, engaging, and supportive community amongst students and faculty in the Kinesiology and Applied Physiology (KAAP) department in order to enhance the professional and personal experiences of the students.
- **KGSO GOALS & OBJECTIVES:**
 - Help students achieve current and future goals by hosting events focused on advancing their teaching, research, and professional development (seminars, workshops, guest speakers/panels, university-wide events, etc.).

- Promote KAAP graduate program by hosting an annual Open House event for prospective students.
 - Encourage social interaction, exchange of ideas, and mutual support amongst students, faculty and staff by organizing monthly social events and developing monthly newsletter to advertise current events, student and faculty achievements, and other relevant communications to the KAAP department.
- **KGSO HELPING THE UD COMMUNITY:**
 - The community will benefit through organized events such as food/clothing drives and various interdepartmental challenges hosted and supported by the organization.
 - The KAAP Department will benefit through a stronger community of students, faculty and staff as well as enhance recruitment through Open House events hosted by KGSO.
 - Graduate students will benefit from opportunities and supportive, social communities to enhance their experience.
- **KGSO INDIVIDUAL BENEFITS:** Active members will be provided with opportunities for professional development (elevator speech competition, biomedical industry panel Q&A, Workshops, etc.) and networking opportunities to help them reach their individual goals and grow as professionals.
- **KGSO QUALIFICATION FOR MEMBERSHIP:**
 - There are no membership dues.
 - Members must be enrolled at least part-time in a University of Delaware KAAP graduate program.
 - Members must remain in good standing with both the KAAP Department and UD as a whole.

CEP AWARDS

Each year one CEP student will be recognized as the Kinesiology and Applied Physiology Department's Outstanding Clinical Exercise Physiology Masters Student. This award recognizes the outstanding graduate student in the clinical Master's program who successfully balances the competing demands of graduate school while making a significant contribution in the field of Exercise Science.

SECTION 6: APPENDICES

PROFESSIONAL BEHAVIOR FEEDBACK FORM

Student's Name:

Date:

Person Completing Report:

The purpose of this form is to promote the student's awareness of their behavior (as it relates to one of the categories listed below) as witnessed in a recent situation.

- | | |
|--|---|
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Use of Constructive Feedback |
| <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Effective Use of Time and Resources |
| <input type="checkbox"/> Interpersonal Skills | <input type="checkbox"/> Stress Management |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Commitment to Learning |
| <input type="checkbox"/> Other | |

Describe situation observed:

Describe actions taken including student response:

Student signature: _____

Date: _____

Faculty member signature: _____

Date: _____

Additional Comments from Student:

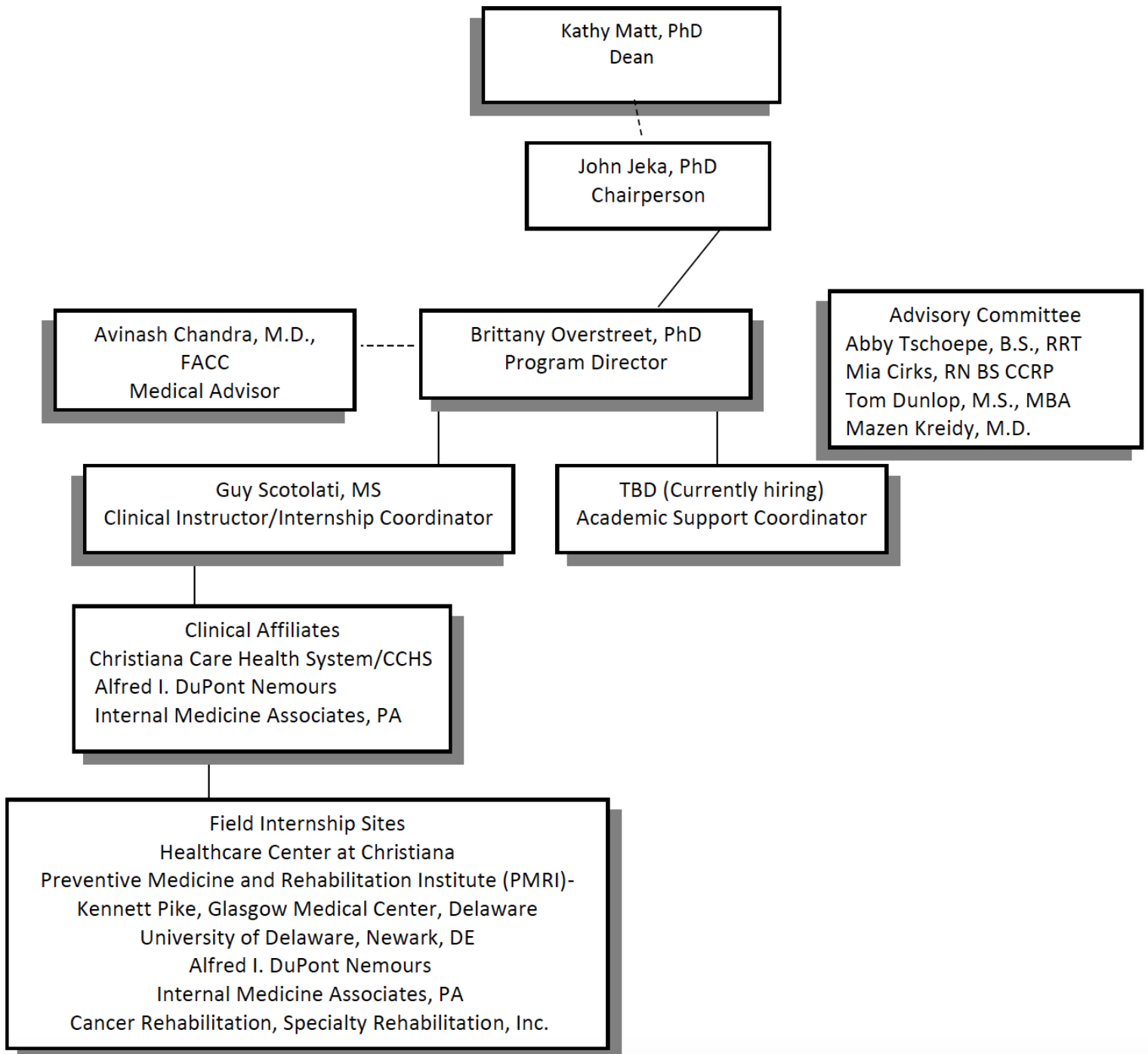
UD CEP GRADUATE PROGRAM ADMINISTRATION AND DESCRIPTION

The University of Delaware's Clinical Exercise Physiology (CEP) Program is one of the three graduate degree programs offered by the Department of Kinesiology and Applied Physiology.

A. PROGRAM ADMINISTRATION: Brittany Overstreet (Program Director) and Guy Scotolati (Clinical Instructor) oversee the entire CEP Program and coordinate internship opportunities. Our CEP Academic Support Coordinator, assists current and future graduate students with the program application process, courses enrollment and additional program concerns. Our CEP Advisory Committee meets annually to review the CEP program, collect feedback for clinical supervisors and ensure the program is meeting the needs of students and upholding national standards.

UNIVERSITY OF DELAWARE

CLINICAL EXERCISE PHYSIOLOGY MASTERS PROGRAM



Clinical Exercise Physiology Curriculum

The University of Delaware's CEP program aims to recruit high-quality, independent, critically thinking graduate students interested in pursuing a career or higher education in the health and wellness field. Enrolled graduate students will take on a rigorous 12-month program which consists of classroom and clinical experience and responsibilities. Classroom experiences will consist of:

<u>COURSE:</u>	<u>CREDITS:</u>	
KAAP 665	12 Lead ECG Interpretation	3
KAAP 675	Clinical Exercise Physiology I	4
KAAP 676	Clinical Exercise Physiology II	4
KAAP 677	Administration and Organization of Cardiopulmonary and Wellness Programs	3
KAAP 678	Cardiopulmonary Pathophysiology And Pharmacology	3
KAAP 679	Primary Preventive Medicine Strategies Primary	3
KAAP 680	Clinical Exercise Physiology Comprehensives	3
KAAP 681	Clinical Exercise Physiology Competencies Portfolio	1
KAAP 671	Clinical Exercise Physiology Internship	12

While internships consist of approximately 6 rotations (5-6 weeks each), timing and delegations of rotations will be up to the discretion of the CEP coordinators. Students should not take it upon themselves to switch rotations at any point unless instructed to by CEP coordinators and with proper documentation.

Clinical Exercise Physiology Clinical Experience Descriptions:

Clinical Experience: The clinical experience component of this program includes 5-6 week rotations in various rehabilitation programs. Starting with the second summer session, at the beginning of each semester, students will be assigned designated rotations in either:

Cardiac Rehabilitation (Christiana Care Health System/CCHS)

Locations: Healthcare Center at Christiana, Preventive Medicine and Rehabilitation Institute (PMRI)-Kennett Pike, Glasgow Medical Center, Delaware

- *Description:* Students interning at the various Cardiac Rehabilitation facilities associated with the Clinical Exercise Physiology Master's of Science graduate program and exposed to Phase I and Phase II rehabilitation. Within these experiences, students obtain skills measuring blood pressure, heart rate, oxygen saturation, rating of perceived exertion, dyspnea, and angina ratings at rest and during exercise. Students perform patient consultations to introduce patients to exercise facilities, proper exercise techniques and provide educational materials regarding various healthy life style habits and safety measures (i.e. signs and symptoms of angina, etc.). Students also monitor patients during exercise to ensure safety and that all ACSM and/or AACVPR exercise guidelines are upheld. Students also monitor heart rhythms via telemetry at rest and during exercise and document patient's data during sessions.
- ACSM Applicable Experience Categories: Clinical Assessment, Exercise Prescription, Electrocardiography, Exercise Training, Patient Education, Disease Management.

Pulmonary Rehabilitation (Christiana Care Health System/CCHS)

Locations: Healthcare Center at Christiana, Christiana, DE, Preventive Medicine and Rehabilitation Institute (PMRI)-Kennett Pike

- *Description:* Students interning in Pulmonary Rehabilitation obtain and practice skills measuring blood pressure, heart rate, oxygen saturation, rating of perceived exertion, dyspnea, and angina ratings at rest and during exercise. Students educate patients on proper breathing techniques and monitor patient's oxygen saturation levels throughout exercise to ensure safety and/or need for supplemental oxygen. Students also conduct 6-minute walk tests pre-and-post rehab to document patient outcomes and track progress.
- ACSM Applicable Experience Categories: Clinical Assessment, Exercise Prescription, Exercise Training, Patient Education, Disease Management.

Adolescent Weight Management and Bariatric Services

Location: Alfred I. DuPont Nemours, Wilmington, DE

- *Description:* Students interning in the Adolescent Weight Management site gain experience counseling bariatric adolescents and families on healthy lifestyle habits and physical activity using behavioral techniques, specifically motivational interviewing. Students work in an interdisciplinary healthcare team which includes (at minimum) an Exercise Physiologist, Nutritionist, and Physician to determine best approaches to managing patient's weight, medications, and lifestyle habits. Additionally, students have the opportunity to observe adolescents with cardiovascular disease undergo maximal graded exercise testing with 12-lead electrocardiogram monitoring and metabolic gas analysis.
- ACSM Applicable Experience Categories: Patient Education and Counseling, Disease Management

Internal Medicine Associates, PA (Health Coaching)

Location: Wilmington, DE

- *Description:* Students interning at Internal Medicine Associates assist an Exercise Physiologist coach individuals with metabolic, orthopedic and musculoskeletal conditions. Students practice evaluating functional abilities with functional movement screening assessments and practice developing and implementing

corrective exercise programs with clients to improve functional abilities, balance/coordination, and overall quality of life.

- ACSM Applicable Experience Categories: Patient Education and Counseling, Disease Management

Cancer Rehabilitation, Specialty Rehabilitation, Inc. (CCHS)

Location: Newark, DE

- Description: Students interning at the Cancer Rehabilitation program are exposed to multiple disciplines of oncology rehabilitation; including physical therapy, exercise physiology, occupational therapy, and speech therapy. Under the direction of the Oncology rehabilitation specialists, students assist the therapists in the treatment of these patients managing numerous cancers including those of the neck, breast, colon, and prostate. Students also observe other lifestyle intervention specialists including clinical nutrition and palliative care including stress management and group support
- ACSM Applicable Experience Categories: Patient Education and Counseling, Disease Management

Parkinson's SpeedGeezer Program

University of Delaware, Newark, DE

- Description: Students interning in the Parkinson's Disease SpeedGeezer Exercise program are direct supervisors of older adults with and without Parkinson's Disease through 30-minute-high speed interval training on the cycle ergometer. Students monitor vitals and rating of perceived exertion during aerobic exercise as well as track medication adherence. Students develop resistance and neuromotor/balance programs based on fitness, experience and specific symptoms related to Parkinson's disease and supervise clients through programs 2x per week. As part of this role, students may also be provided the opportunity to participate in a College of Health Science's sponsored Interprofessional Education Parkinson's Workshop experience where they counsel and educate patients on the benefits of exercise on symptoms related to Parkinson's disease.
- ACSM Applicable Experience Categories: Exercise Prescription, Exercise Training, Supervision, Patient Education, Disease Management.

Chronic Kidney Disease Rehabilitation

University of Delaware, Newark, DE

- Description: Students interning in the Renal Rehabilitation Exercise program develop and supervise older adults with Chronic Kidney Disease, Kidney Transplants or who are currently undergoing Dialysis through aerobic, resistance, and flexibility exercise. Students monitor vitals and rating of perceived exertion at rest and during exercise as well as blood glucose values for individuals with Diabetes. Students may also have the opportunity (typically 1 day) to collaborate with local Transplant teams to observe disease management for patients.
- ACSM Applicable Experience Categories: Exercise Prescription, Exercise Training, Supervision, Patient Education, Disease Management.

Exercise Counseling and Testing

University of Delaware, Newark, DE

- *Description:* Students interning in the Exercise Counseling program at the University of Delaware work with adults with cardiovascular risk factors as well as those with cardiovascular, metabolic, musculoskeletal, orthopedic, and immunologic/hematologic conditions. In this rotation, students review health history questionnaires to determine need for medical clearance prior to exercise and conduct initial counseling sessions that include: informed consent, resting heart rate/blood pressure/oxygen saturation measurements, body composition (bioelectrical impedance analysis/BodPod), anthropometric (height/weight), and personalized goal setting. In another visit, students perform a fitness assessment on the individual that includes the obtainment and analysis of a 12-lead Electrocardiogram, resting and exercise vital measurements, musculoskeletal endurance and flexibility assessment as well as a graded exercise test. Graded exercise tests are either a submaximal or maximal graded exercise treadmill or cycle ergometer test with or without metabolic gas analysis depending on the goals and physical capabilities of the individual.

Next, students develop an individualized 6-week exercise aerobic/resistance/flexibility prescription based on results of the physical fitness assessment, goals of the client, as well as the guidelines for various conditions as outlined by the American College of Sports Medicine's Guidelines for Exercise Testing and Prescription (10th edition). Lastly, students meet a final time with the individual to review the exercise program and counsel/educate clients on physical activity guidelines, benefits of physical activity, local exercise resources and strategies for adhering to their program.

- ACSM Applicable Experience Categories: Exercise Prescription, Exercise Training, Exercise Testing, Patient Education/Counseling, Disease Management, Electrocardiography, Exercise Supervision.

Clinical Exercise Physiology Program Clinical Site Contact List

Cardiac Rehabilitation (Christiana Care Health System/CCHS)

Program Manager: Tom Dunlop (TDunlop@Christianacare.org)

HCCC-Healthcare Center at Christiana

200 Hygeia Dr.

Newark, DE 19713

(302) 623-0410

Contact: Ian Deptula (IDeptula@Christianacare.org)

LP-Lancaster Pike

3301 Lancaster Pike, Ste. 3H

Wilmington, DE 19805

(302) 623-3300

Contact: Cara Mowles (CMowles@Christianacare.org)

GMC-Glasgow Medical Center

2600 Glasgow Ave., Ste. 220

Newark, DE 19701

(302) 832-5415

Contact: Timothy Parosky (TParosky@Christianacare.org)

Pulmonary Rehabilitation (Christiana Care Health System/CCHS)

Program Manager: Tom Dunlop (TDunlop@Christianacare.org)

HCCC-Healthcare Center at Christiana

200 Hygeia Dr.

Newark, DE 19713

Contact: Mike Bernardo (MBernardo@Christianacare.org)

Intensive Cardiac Rehabilitation/Ornish Reversal Program

Beebe Healthcare

18947 John J. Williams Highway

Ste. 313

Rehoboth Beach, DE 19971

Contact: Julie Watson (jwatson@beebehealthcare.org)

Surgical Observations: Open Heart/General Surgery (CCHS)

Christiana Hospital (Main Campus)

4755 Ogletown-Stanton Road

Newark, DE 19718

Contact: Ashley Smith (AshSmith@Christianacare.org)

Interventional Studies/Procedures: Intervention Lab (CCHS)

Christiana Hospital (Main Campus)
4755 Ogletown-Stanton Road
Newark, DE 19718
Contact: Sharon Urban (SUrban@Christianacare.org)

Non-Invasive Diagnostic Imaging: (CCHS)

Anthony Gialloreto (Director): AGialloreto@Christianacare.org
Christiana Hospital (Main Campus)
4755 Ogletown-Stanton Road
Newark, DE 19718
Contact: Jonathan La Clair (JLaClair@Christianacare.org)

Adolescent Weight Management and Bariatric Services

Alfred I. DuPont Nemours
1600 Rockland Road
Wilmington, DE 19803
Contact: Lauren Falini (Lauren.Falini@nemours.org)

Internal Medicine Associates, PA (Health Coaching)

3105 Limestone Road
Suite 301
Wilmington, DE 19808
Contact: Guy J. Scotolati (gscot@udel.edu)

Cancer Rehabilitation, Specialty Rehabilitation, Inc. (CCHS)

Helen Graham Cancer Center
4701 Ogletown-Stanton Road
West Entrance Fourth Floor
Suite 4100
Newark, DE 19713
Contact: Janelle Antonio (JaAntonio@Christianacare.org)

Cancer Support Community Delaware

4810 Lancaster Pike
Wilmington, DE 19807
www.cancersupportdelaware.org
Contact: Sean Hebbel (Program Director) (shebbel@cscde.org)

Parkinson's SpeedGeezer Program

Brittany Glazar (Clinical Exercise Physiologist, Lab Supervisor): bglazar@udel.edu, 302-897-0084
Dr. Brittany Overstreet (Faculty): bover@udel.edu (phone: 302-831-7058)
Dr. Chris Knight (Faculty Program Director): caknight@udel.edu (phone: 302-831-6175)
238 Star Tower
100 Discovery Blvd
Newark, DE 19713

Chronic Kidney Disease Rehabilitation

Brittany Glazar (Clinical Exercise Physiologist, Lab Supervisor): bglazar@udel.edu, 302-897-0084
Dr. Brittany Overstreet (Faculty): bover@udel.edu (phone: 302-831-7058)
Dr. David Edwards (Faculty Program Director): dge@udel.edu (phone: 302-831-3363)
238 Star Tower
100 Discovery Blvd
Newark, DE 19713

Exercise Counseling

Dr. Brittany Overstreet (Faculty Program Director): bover@udel.edu (phone: 302-831-7058)
224 and 232 Star Tower
100 Discovery Blvd
Newark, DE 19713

University of Delaware Employee Confidentiality Agreement

In accordance with the trust placed in us by the University and our users, **Clinical Exercise Physiology** students are responsible for maintaining the confidentiality of the data with which they work and for keeping data secure and accessible only to those who have rights to this information. **Clinical Exercise Physiology** students routinely have access to highly sensitive information that could be considered unusual or of interest to other individuals both inside and outside of the University. Because of the sensitive nature of information accessible to personnel within **Clinical Exercise Physiology**, its personnel must meet the highest standards possible for managing the University's information in a secure and professional manner.

Every student in **Clinical Exercise Physiology** is responsible for maintaining the confidentiality of data to which they may have access through privileged administrator rights. This includes protecting data from those who do not have authorization to see or access this information. No unauthorized user should see, hear or use user data without the written permission of the data owner or as authorized in writing by a senior administrator with the authority to grant access. **Clinical Exercise Physiology** students also have responsibility for securing data both while it is in use by authorized users and when it is stored or archived.

Clinical Exercise Physiology students may not disclose confidential information to unauthorized persons in any manner of communication, e.g. by file transfer, through written and oral communication, or other means of disclosure.

If at any time data under the responsibility of **Clinical Exercise Physiology** is thought to be compromised, either the **Clinical Exercise Physiology Coordinators, Dr. Brittany Overstreet or Mr. Guy Scotolati, MS** should be notified immediately. The act of intentionally disclosing user data and/or information to unauthorized persons or causing information to be compromised through gross negligence will be grounds for immediate dismissal.

I have read the above agreement and understand the condition of employment.

Student/Employee Name (Printed)

Date

Student/Employee Signature

Clinical Exercise Physiology Coordinator

Date

CEP LABORATORY/CLASSROOM AGREEMENT

- (1) **Computer & Printer:** Graduate students have access to CEP related forms and pulmonary function testing related programs via the PC desktop computer and printer in HPL 131. These systems are to print program-related reports and forms only. No personal or class related printing is permitted. Students are not upload or download any new programs to this computer unless it is approved by CEP coordinators.
- (2) **Office Supplies:** Office supplies such as pencils, pens, paper, post-it notes, etc. are for CEP Program use only. Graduate students are expected to purchase their own supplies for their academic and personal use. Office materials may be requested for the CEP Laboratory and classroom; however, no excess supplies are to remain in either location. Supplies must be obtained from the CEP Coordinators.
- (3) **Treadmill, Metabolic Cart, ECG Systems:** The treadmill, ECG Systems and Metabolic cart located in HPL 131 are for graduate student testing and training purposes only. The treadmill is not to be used for recreational exercise purposes. Unapproved testing of unpermitted individuals is forbidden in the CEP Laboratory/Classroom. These items should not leave the laboratory/classroom and should not be used for diagnostic purposes.
- (4) **Testing materials:** Items including heart rate monitors, metronomes, pulse oximeters, stethoscopes, scales, gulick tapes, skin calipers, sphygmomanometers, etc. are for CEP program testing and training use only. These items should not leave HPL 131 unless approved by CEP Coordinators.
- (5) **A/V Projector:** The projector in HPL 131 is for teaching and training purposes only. Unauthorized use or projection of unapproved material in HPL 131 is prohibited.

It is expected that all laboratory and classroom materials are cleaned and returned to their proper locations after use. It is also expected that inventory of all materials, including the first aid kit, are maintained at least 50% full by the CEP Graduate student(s) in the community testing internship rotation. If any material is to break or not be functioning properly, these issues must be brought to CEP Coordinators attention immediately. Failure to adhere to these policies and procedures may result in program suspension.

By signing below, you are acknowledging that you have read the above rules and regulations and agree to uphold these expectations while enrolled in the UD CEP Master's Program.

Signature of CEP Student

Date

Signature of CEP Coordinator

Date

STAR CAMPUS EMERGENCY PROCEDURES

Address: 100 Discovery Blvd, Newark DE 19713 room 238

In the case of an *emergency* please follow the following steps

Life-threatening emergencies (Heart Attack, Stroke, Unconsciousness)

Call **9-911** (from campus phone located on desk under television)

Trainer 1: Stay on the line with the operator and tend to participant as needed

Trainer 2: Clear area of obstacles and aid other participants out of the room into the waiting space outside of the exercise intervention lab. When room is secured, return to assist with participant as needed and take diligent notes regarding the incident using the incident report sheet located in _____

Trainer 3: Wait for ambulance at from entrance to the Tower at STAR (If only two Trainers, ignore this)

At the earliest possible moment, contact Dr. Overstreet at 240-215-5009

When the situation has been resolved, complete incident report

Non-life threatening emergencies (Seizure, Fall, Bleeding)

Call extension **8893** (from campus phone located _____) if it is a non-life threatening emergency

Ask for STAR Response Team

Trainer 1: Stay on the line with the operator and tend to participant as needed

Trainer 2: Clear area of obstacles and aid other participants out of the room into the waiting space outside of the exercise intervention lab. When room is secured, return to assist with participant as needed and take diligent notes regarding the incident using the incident report sheet located in _____

At the earliest possible moment, contact Dr. Overstreet at 240-215-5009

When the situation has been resolved, report complete accident report

Non-life threatening situations (Stolen items, suspicious activity, distressed person)

Call extension **2222**

Report your location

Report your situation

Emergency personnel will determine whether officer will be dispatched

When the situation has been resolved, report situation to Dr. Overstreet via a written, dated statement

Evacuation/Fire

Assist all participants and others out of the building through closest, safest exit (bring keys and outerwear if easily accessible)

As a collective group, report to parking lot, out of way of emergency vehicles and take attendance

Stairwells are emergency shelter if your exit from the building is being blocked

At the earliest possible moment, contact Dr. Overstreet at 240-215-5009

Call UD transportation **302-831-1187** for evacuation shelter for participants if necessary, no participant should leave before approved by Dr. Overstreet

When permission is granted by emergency response professionals, return to the building to obtain any personal items left behind

Once the situation has been resolved, report situation to Dr. Overstreet via a written, dated statement

the Tower at STAR Campus Contacts:

- For building issues during business hours (access problems, temperature, loss of power, smells, etc.) contact Chase Barnes at cebarnes@udel.edu
- For building issues after hours/weekends (temperature, loss of power, smells, etc.) call **Vince Malice: 302-218-1310** or **Dan More: 302-420-1668**
- For access issues during after-hours call **Bryan Johnson, Protection One: 302-918-1033** or during **nights/weekends: 855-776-1662**
- Dr. Overstreet during office hours (**302-831-7058**) or after hours (**240-215-5009**)

FRED RUST ICE ARENA EMERGENCY PROCEDURES

Fred Rust Ice Arena Lab: 541 South College Avenue, Room 131, Entrance by Pool/Human Performance Lab Emergencies

- Have a student/assistant report outside building and call **911** (from cell phone)
- Report incident to Human Performance Lab Administrative Assistant
- Stay on the line with the operator/wait for ambulance at side entrance to Ice Arena
- Clear area of obstacles and aid participant as appropriate until Ambulance arrives
- When the situation has been resolved, report situation to Dr. Overstreet and complete accident report

Non-life threatening situations (Stolen items, suspicious activity, distressed person)

- Call extension **2222**
- Report your location
- Report your situation
- Emergency personnel will determine whether officer will be dispatched
- When the situation has been resolved, report situation to Dr. Overstreet and complete accident report

Evacuation/Fire

- Assist all participants and others out of the building through closest, safest exit (bring keys and outerwear if easily accessible)
- As a collective group, report to the parking lot at the front of the ice arena, out of way of emergency vehicles
- Stairwells are emergency shelter if your exit from the building is being blocked
- When the situation has been resolved, report situation to Dr. Overstreet and complete accident report
- Call UD transportation **302-831-1187** for evacuation shelter for participants

Fred Rust Ice Arena Contacts:

- For building issues after hours/weekends (temperature, loss of power, smells, etc.) call Vince Malice: 302-218-1310 or Dan More: 302-420-1668
- For access issues during after-hours call Bryan Johnson, Protection One: 302-918-1033 or during nights/weekends: 855-776-1662
- Dr. Overstreet during office hours (302-831-7058) or after hours (240-215-5009)

Blood borne Pathogen Incident Report Form

INCIDENT REPORT FORM
SAMPLING, PROCESSING, AND ANALYSIS OF BLOOD

Note: If exposed to blood, immediately wash the affected area with soap and water. Then, notify the CEP Coordinator to report any incident. The following information must be promptly completed.

Name: _____ Date: _____ Time: _____

DESCRIBE THE INCIDENT: (what procedure were you performing, how did the "exposure" occur, what part of the body was "exposed", what was the extent of the "exposure", etc.)

Is the blood sample (or needle, broken glass, etc.) still available and secured in a safe storage place? _____

If yes, describe where it stored? _____

If no, is the source of the blood sample known? _____

Signature of person completing this report: _____ Date _____

Information concerning post-exposure procedures has been given to me.

Signature of effected person

Date

Comments by Coordinator:

Exercise Incident Report Form

UNIVERSITY OF DELAWARE CLINICAL EXERCISE PHYSIOLOGY PROGRAM
INCIDENT REPORT FORM - *EXERCISE TESTING*

Subject: _____ File No.: _____ Date: _____

CHIEF COMPLAINT: _____

SIGNS & SYMPTOMS: (Angina, dizziness, syncope, ECG changes, etc.)

HOW AND WHEN INCIDENT OCCURRED:

OBSERVATION / TREATMENT FLOW RECORD

TIME	BP	HR	RYTHM	S/SYMPTOMS	TREATMENT

DISCHARGED TO:
Home: _____
Personal Physician: _____
Hospital: _____

MODE OF TRAVEL:
Own Car: _____
CEP Program Car: _____
Ambulance: _____

RELATIVE NOTIFIED: Yes/No (Phone, in person – explain)

STAFF IN ATTENDANCE:

COMMENTS:

CEP PROGRAM STUDENT SUPERVISOR SIGNATURE

DATE

CEP PROGRAM COORDINATOR SIGNATURE

DATE

University of Delaware Clinical Exercise Physiology Program
RECENT PROCEDURE FOLLOW-UP

Participant's Name: _____ Testing Date: _____

Technician who performed procedure: _____

Reason patient must follow-up with physician:

Testing Done:

Physician approval needed to continue? Yes / No

Brittany S. Overstreet, Ph.D., RCEP

Physician approval received: Yes _____ No _____ Date: _____ In participant File: _____

Physician report received: Yes _____ No _____ Date: _____ In participant File: _____

Cleared for participation with no restrictions/monitoring: Yes / No

If yes: _____

CEP Internship Substitution Form

Please complete and submit to the CEP Coordinator at least **one week** (seven days) prior to the substitution. Be sure to fill in both parts, as you should be trading shifts not just working for the individual.

Today's Date: _____

I, _____ agree to work on _____ during
Printed Substitute Name Day, Month, Date & Year
the _____ shift at _____
(Time of Shift) (Location of Site)
for _____.
Printed Name of Graduate Student Requesting Substitution.

This arrangement is understood and is agreeable to both parties involved.

I, _____ agree to work on _____ during
Printed Substitute Name Day, Month, Date & Year
the _____ shift at _____
(Time of Shift) (Location of Site)
for _____.
Printed Name of Graduate Student Requesting Substitution.

This arrangement is understood and is agreeable to both parties involved.

Signature of Graduate Student Requesting Substitution

Signature of Substitute

Approval of CEP Coordinator

**CLINICAL EXERCISE PHYSIOLOGY
UNIVERSITY OF DELAWARE**

HANDBOOK ACKNOWLEDGEMENT

My signature and date below demonstrates that I have read, accept, and will abide by the policies and standards as documented in the Student Handbook, including but not limited to the Technical Standards and Professional Behaviors documents. Further, I have knowledge of the implications resultant from deviation from the academic and professional standards outlined within this Policy Document.

I recognize that it is my responsibility to review the Student Handbook and that policy and/or curricular changes may be instituted during my tenure as a student in this program that might alter my plan of study.

Name (Print) _____

Student Signature _____ Date _____

Witness (Print) _____

Witness Signature _____

CONSENT TO LAB PARTICIPATION

My signature and date below provides my informed consent to serve as a subject during the instruction, practice and examination of various clinical techniques and procedures.

I agree to be treated by my instructors, guest lecturers, and / or classmates during any or all lab, lecture or testing sessions for the duration of my tenure in the Program. I understand that all efforts will occur to ensure my modesty and safety. Should I feel uncomfortable with any draping, manner of touch, or treatment, I will appropriately address the involved individual. If I fail to obtain satisfactory resolution, I will discuss the issue with my instructor, Program Director, or Department Chair.

I will follow the dress code for lab as explained in this Program Policy Document and course syllabi and am aware of the implications resultant from lack of compliance.

I will provide academic and clinical faculty with advance notice of any allergies, such as latex, nylon fibers, or asthmatic conditions and will alert faculty of any precautions or contraindications I may have that may influence my ability to safely participate in laboratory sessions.

Name (Print) _____

Student Signature _____

Date _____