



Health Professions Student Handbook: Athletic Training

Revised 5/2010

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1.0 INTRODUCTION

A policy and procedure manual is a document that every Athletic Training Education Program must possess in order to establish and maintain standardized and consistent rules. By definition, a policy is “a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions” (1). The policies contained in this manual reflect the goals and mission of the program and the mission of the NATA which are delineated in sections 2.0 to 5.0. The policies and procedures contained in this manual are in accordance with the Shenandoah University Student Handbook and the Commission on Accreditation of Athletic Training Education (CAATE) Standards and Guidelines. Throughout this manual, references to the Standards and Guidelines are provided where appropriate. Students are encouraged to read and become familiar with the Standards and Guidelines, which can be accessed via the internet at <http://www.caate.net/>.

“Procedures” describe the action or series of steps that are used to carry out a policy. Therefore, while a policy simply states what happens under an individual circumstance, the procedure more clearly defines 1) who will carry out the process, 2) the time frame over which the action is implemented, 3) the actual process of how the policy will be carried out.

The goal of this policy and procedure manual is to provide a decisive process to be followed for a variety of circumstances for every student in the Shenandoah University Athletic Training Education Program. This will allow for a consistent approach in the decision making process for issues encountered while enrolled in the program. Most importantly, this manual should create an environment in which equal opportunity exists.

This manual is written by the Shenandoah University Athletic Training Education Program faculty and is reviewed by the Shenandoah University Senior Vice President of Academic Affairs. It is reviewed and revised annually to meet the needs of students who are part of an ongoing changing environment in academic growth and reform in athletic training education.

2.0 NATA MISSION STATEMENT

The mission of the National Athletic Trainers’ Association is to enhance the quality of health care for the physically active and advance the profession of athletic training through education and research in the prevention, evaluation, management, and rehabilitation of injuries. (2)

References

1. Webster’s New Collegiate Dictionary. Merriam Webster Inc, Springfield, MA, 1994.
2. NATA Annual Report 1991-1992.

3.0 UNIVERSITY MISSION STATEMENT

Mission

Shenandoah University educates and inspires individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world.

Core Values

- Development of an enduring passion for learning
- Commitment to self-reflection and personal development
- Respect for diverse cultures, experiences, and perspectives
- Celebration of creative performance, expression, teaching, and discovery
- Cultivation of leadership to advance positive change and growth
- Dedication to citizenship, professional service, and global outreach

Foundation

- Shenandoah University distinguishes itself by providing opportunities to gain knowledge and develop skills in a collaborative, personalized environment that intertwines professional and liberal learning. A Shenandoah education incorporates scholarship, experiential learning and sophisticated technologies, as well as practical wisdom.

As an institution affiliated with the United Methodist Church, Shenandoah University practices the highest ethical standards in its interactions with the community and with students of all faiths. Within a community of scholars, Shenandoah promotes the welfare of the whole person by fostering a nurturing environment in which students learn, grow, and flourish.

Revision approved by President's Executive Council September 2007. Input from SGA & Administrative Council; revision by Academic Cabinet. Approved by Board of Trustees October 2007.

4.0 DIVISION MISSION

The mission of Shenandoah University Division of Athletic Training is to prepare students as entry-level Master of Science Degree educated athletic trainers who are reflective practitioners that provide evidence-based, compassionate, and ethical care for the prevention, assessment, acute management and rehabilitation of injuries and disorders of athletes and physically active individuals.

5.0 DIVISION PHILOSOPHY

Our philosophy is to create a learning environment in which students have the opportunity to engage in wide range learning experiences, which facilitate the development of problem-solving skills, leadership and professionalism. The Division of Athletic Training is continually evolving in order to respond to student feedback and reflect the changing context in which sports health care is delivered. Student/graduate input regarding the Athletic Training Education Program is encouraged and highly valued. It is expected that when concerns arise, they will be voiced professionally and possible solutions will be brought forward for consideration as well in order to expedite resolution of problems to the benefit of all. Flexibility along with accountability to each other, the Division, the profession, and the community is essential. The natural outcome of this approach to program development is shared ownership of the Division of Athletic Training between the faculty and students. The general approach to teaching is to present the basic elements initially in order to form a solid foundation upon which to build more complexity.

Philosophically, the faculty acknowledges that teaching styles must be individualized to the needs of the student learner on his/her journey from an “enthusiastic beginner” to a “self-reliant achiever”. Therefore, the faculty employs the five teaching styles described by Grasha in both didactic and clinical education. These styles include 1) being a content expert which is demonstrated when providing information to the student in the

traditional lecture setting, 2) being a formal authority when demonstrating and having students practice clinical proficiencies, 3) being a personal model having the student able to observe and ultimately emulate masterful psychomotor skill and clinical decision making while always demonstrating professional affective behavior, 4) being a facilitator in that as students move from being non-skilled beginners toward possessing entry-level skill as a functioning certified athletic trainer, the faculty should be “telling” less and “promoting student autonomy” more, 5) being a delegator by serving as a resource person for a student that is able to be an independent learner. Our curriculum content therefore strives to include a combination of expert driven scientific foundation with a blending of faculty-facilitator driven case problem solving. This mix attempts to provide the student with the building blocks (anatomy and biomechanics) along with processing skills that allow for critical thinking to solve problems. Furthermore, we view learning and problem solving as an integrated process which is a shared responsibility of both faculty and students. This responsibility does not end with graduation and we encourage our students to be "lifelong learners."

6.0 DIVISION GOALS AND OBJECTIVES

Upon completion of the classroom and clinical requirements of the Master of Science in Athletic Training Program a student will:

1. Demonstrate an understanding of the importance of prevention of athletic injuries to athletes of all ages and abilities.
2. Demonstrate competency in the various methods and practices which can be used to help bring about a reduction in athletic injuries.
3. Integrate scientific knowledge and clinical psychomotor skills along with critical thinking/problem solving abilities to assess and rehabilitate athletic injuries.
4. Provide appropriate levels of emergency care for athletic injuries and differentiate between cases that require referral to emergency medical services or to physicians.
5. Create, manage, and modify a comprehensive rehabilitation program for athletes recovering from illness and injury, facilitating their return to full athletic participation.
6. Initiate, organize, and administer an athletic training service project to a high school or college athletic training program, sports medicine clinic, corporate fitness setting, or the local community.
7. Provide information, counsel, and guidance regarding the importance, nature, and extent of sports health care intervention necessary to maintain the overall health and well being of an athlete to the individual athlete, the coach, the parents, and other vested parties.
8. Recognize the need for understanding, utilizing, and contributing to evidence based practice in the field of athletic training. Included in this is demonstrating the ability to critically analyze peer reviewed literature, practicing skills that have been scientifically proven to be effective, performing a clinical research project.
9. Develop a sense of professionalism and incorporate the NATA Code of Ethics into daily practice.

7.0 STANDARDS OF ETHICAL CONDUCT

NATA Code of Ethics

Preamble

The Code of Ethics of the National Athletic Trainers' Association has been written to make the membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code is the assurance of high quality health care. The Code presents aspirational standards of behavior that all members should strive to achieve. The principles cannot be expected to cover all specific situations that may be encountered by the practicing athletic trainer, but should be considered representative of the spirit with which athletic trainers should make decisions. The principles are written generally and the circumstances of a situation will determine the interpretation and application of a

given principle and of the Code as a whole. Whenever there is a conflict between the Code and legality, the laws prevail. The guidelines set forth in this Code are subject to continual review and revision as the athletic training profession develops and changes.

PRINCIPLE 1:

Members shall respect the rights, welfare and dignity of all individuals.

- 1.1 Members shall not discriminate against any legally protected class.
- 1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release or release is permitted or required by law.

PRINCIPLE 2:

Members shall comply with the laws and regulations governing the practice of athletic training.

- 2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.
- 2.2 Members shall be familiar with and adhere to all National Athletic Trainers' Association guidelines and ethical standards.
- 2.3 Members are encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.
- 2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:

Members shall accept responsibility for the exercise of sound judgment.

- 3.1 Members shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.
- 3.2 Members shall provide only those services for which they are qualified via education and/or experience and by pertinent legal regulatory process.
- 3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

PRINCIPLE 4:

Members shall maintain and promote high standards in the provision of services.

- 4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.
- 4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.
- 4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students, are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.
- 4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.
- 4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.
- 4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

PRINCIPLE 5:

Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

- 5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.
- 5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association

in the endorsement of products or services.

5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.

5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

Reporting of Ethics Violations

Anyone having information regarding allegations of ethical violations, and wishing to supply such information to NATA, shall supply this information, with as much specificity and documentation as possible, to NATA's Executive Director or Chair of the Ethics Committee. Information need not be supplied in writing, and the reporting individual need not identify him or herself. Information, however, that is too vague, cannot be substantiated without the assistance of the reporting person, or information where, in the opinion of the NATA Executive Director or Ethics Chair, there is no need for anonymity for the reporting individual will not be forwarded for action by the committee. An individual may report information on the condition that the individual's name or certain other facts be kept confidential. NATA may proceed with an investigation subject to such a condition; however, NATA must inform the reporting individual that at some point in the investigation NATA may determine that it cannot proceed further without disclosing some of the confidential information, either to the applicant or member under investigation or to some other party. A reporting individual, upon receiving this information from NATA, may decide whether or not to allow the information to be revealed. If the reporting individual decides that the necessary information must remain confidential, NATA may be required to close the unfinished investigation for lack of necessary information. Individuals are strongly encouraged to provide relevant information, with as much detail as possible, in writing to:

NATA

Ethics Investigations

2952 Stemmons Frwy

Dallas, TX 75247-6196

(as of 12/17/1999)

8.0 ESSENTIAL FUNCTIONS OF AN ATHLETIC TRAINER

The essential functions that an athletic trainer must be able to perform are described below under the header, Guidelines for Technical Standards for Entry-Level Athletic Training Education. All Division of Athletic Training students receive these guidelines in a letter during the application process. The student must check the box indicating whether he/she can meet all of the standards or the box indicating if accommodations are necessary and must sign this form and return it to the Program Director prior to the first day of classes.

Guidelines for Technical Standards for Entry-Level Athletic Training Education

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

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) exam. The student must successfully complete the Shenandoah University Athletic Training Education Program to meet this goal.

Candidates for the selection to the Shenandoah University Athletic Training Education Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the Athletic Training Education Program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Shenandoah University Athletic Training Education Program are required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Shenandoah University Academic Success Center (540-665-4928) will evaluate a student who states s/he could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states s/he can meet the technical standards with accommodation, then Shenandoah University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Please read the two statements below and check the box next to the statement that applies to you:

1. I certify that I have read and understand the eight technical standards for selection into the Shenandoah University Athletic Training Education Program listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation.
2. I certify that I have read and understand the eight technical standards for selection into the Shenandoah University Athletic Training Education Program listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Shenandoah University Academic Success Center to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date

9.0 ACADEMIC PROGRAM

9.1 Admission

i. Requirements

Admission into the Masters of Science in Athletic Training program is determined by the Division of Athletic Training Admissions Committee. The committee reviews all completed applications to ensure that all pre-requisites and admission criteria have been met. As an entry-level Master of Science in Athletic Training curriculum, we utilize a 3+2 model in that a student may apply as an undergraduate student who has completed the pre-requisite courses without having earned an undergraduate degree. Applicants may also have an earned Bachelor's degree with the pre-requisite courses included in it. Courses will only be accepted as part of the pre-requisites with a grade of C or better.

Regarding the 3+2 model, the applicant must have a minimum total of 90 college credits completed with a grade of C or higher for the 56-58 required pre-requisite courses.

Admissions Criteria

1. Expected overall GPA 2.8 (3.0 or higher recommended in science/math course) for undergraduate prerequisite courses.
2. GRE scores will be viewed on a competitive basis with a minimum recommended combined score of 1000.
3. An interview on campus with the Division of Athletic Training faculty.
4. Athletic experience documentation: (list all sports that you have participated in as an athlete, coach, referee, manager, or athletic training student).
5. Three letters of reference (preferably from a certified athletic trainer, coach, employer, or professor).
6. Essay expressing your interest in becoming a certified athletic trainer (3-5 pages doubled spaced).
7. Completed "Guidelines for Technical Standards for Entry-Level Athletic Training Education" form that is included in the admission packet. (This form may also be found on the SU Division of Athletic Training web page.)
8. All application materials will be viewed and scored on a competitive basis by the Division of Athletic Training Admission's committee. Applications received that demonstrate completion of all materials including completed pre-requisite courses verified with official transcripts will be considered in highest priority for full acceptance. Rare exceptions will be granted for "provisional acceptance" in the instance that the applicant has an overall strong application packet but is missing a few pre-requisite courses. These cases will be reviewed individually by the program admission's committee. An applicant that is granted "provisional acceptance" may matriculate into the curriculum but will be given a formal contract of agreement stating where and when the applicant will complete the outstanding pre-requisite course(s) with a grade of "C" or higher. Failure to meet the provisional acceptance contract requirements will result in suspension from the program.

Additional Student Information

Accepted Students must submit the following before attending formal classes:

1. Proof of current health insurance coverage on Wilkins Wellness Center Insurance Coverage Form.
2. SU Physical Examination form which includes immunization record including Tetanus/Diphtheria, MMR, proof of chicken pox or have the vaccine, PPD, meningitis, Hepatitis B and polio.
3. Technical Standards Evaluation form-this form is completed by a physician along with the SU Physical Examination form.
4. Criminal Background check form

ii. Prerequisite Courses

Pre-Requisite Courses and Admissions Criteria

Credits required (34 total)

English Composition and literature	6 credits
Math Algebra/pre-calc and statistics	6 credits
Anatomy and Physiology	8 credits
General Biology	4 credits
Chemistry I	4 credits
Introduction to Psychology	3 credits
Humanity Elective	3 credits

10-12 Credits from the following (must have a minimum of three of these classes):

Biomechanics or Kinesiology	3 credits
Physics I	4 credits
Physics II	4 credits

Chemistry II	4 credits
Biochemistry	4 credits
Exercise Physiology	3 credits
12 Credits from the following	
Public Speaking	3 credits
Developmental or abnormal psychology	3 credits
Sociology	3 credits
Computer Science	3 credits
Nutrition	3 credits
Human Growth and Development	3 credits
Community Health	3 credits
Introduction to Athletic Training	3 credits
Ethics	3 credits
Measurement and Evaluation in health	
Physical education	3 credits
Total	56-58

* A research design course may be used in place of statistics if the courses syllabus demonstrates use of statistics in planning quantitative research. Other pre-requisites may have slightly differing names. Course substitutions must be approved by the Program Director.

* Demonstration of skill in microcomputing may be used in place of a three-credit course such as passage of a Microsoft Office test. This substitution must be approved by the Program Director.

SU Undergraduate Master's of Science in Athletic Training Pre-Admissions Program.

The purpose of the SU undergraduate pre-admission program is to allow highly qualified high school students to be pre-admitted into the Master of Science in Athletic Training Program. These students are guaranteed acceptance into the MSAT program provided that they meet specific criteria. In order to be admitted into this program as a freshman at Shenandoah University (out of High School) the student must achieve:

1. A high school cumulative GPA of 3.2 or better
2. Score a minimum of 1000 on SATs
3. Submit an application for admission to SU as an undergraduate Kinesiology Pre-Athletic Training Major
4. Submit the forms for the MSAT Pre-Admit program

This part of the admissions process is handled by the Office of Graduate Admissions for Shenandoah University. In order to remain in the program and matriculate into the MSAT program at the end of three years of undergraduate study the student must:

1. Successfully complete a minimum of 90 hours of coursework (grade C or higher)
2. Maintain a minimum cumulative GPA of 3.2

Although this program provides the students with guaranteed admission, the student must still complete all of the materials requested as part of the admission process to actually receive formal acceptance into the program.

9.2 Admissions Processing

The admission process to enter the MSAT curriculum involves the following:

1. The applicant must submit a graduate application for admission along with the non-refundable application fee to the admission's office. The application packet must include a transcript self-evaluation form which includes the pre-requisite courses for the MSAT curriculum, a signed Guidelines for Technical Standards for Entry-Level Athletic Training Education Form, a form listing all athletic experiences, the essay expressing interest in becoming BOC certified athletic trainer, GRE scores must be submitted to the office of graduate admissions. The applicant must use the standard Division of athletic training recommendation form for the three references.
2. Upon receiving a completed application packet from the Admission's office, the Division of Athletic Training admission's committee contacts the applicant to set up an on-campus interview. The admission committee is chaired by the Program Director. The full-time faculty makes up the rest of the committee.

Applicants are interviewed by the Program Director along with one additional faculty member. The interview is scored on an Interview Rating Form.

3. The applicants are ranked from high to low taking into account the following criteria:
 - a. completed application packet
 - b. Over all GPA
 - c. Science GPA
 - d. GRE score
 - e. Interview rating score
 - f. Recommendation scores
4. Maximum class capacity is 18 students. In the event that more than 18 applications are received, applicants will be rank ordered and the top 18 will be selected.
5. Regardless of number of applications, applicants may be rejected when the application packet is incomplete, the GPA is below the recommended 2.8 over all and 3.0 math/science, recommendation letters are poor, GRE scores are low, and/or the on-campus interview demonstrates inappropriate affective behavior for the profession.

The admission process to enter the dual major DPT/MSAT involves the following:

The Dual Degree program involves formal admittance into the DPT and MSAT programs as established by each program's admission committee. Additional admission requirements beyond the formal acceptance into each program are listed below:

1. No more than five Dual Degree DPT/MSAT students are admitted annually due to availability of clinical affiliation sites for this program.
2. Applicants must submit a typed letter with the application to the DPT and MSAT programs stating a request for being admitted into the Dual Degree program.
3. Applicants who wish to pursue the Dual Degree program, who have been formally admitted into the DPT and MSAT programs, are ranked on a competitive basis using the admissions criteria established for the DPT and MSAT programs. Admission into the Dual Degree DPT/MSAT program is granted to the top five applicants.

9.3 Accreditation Status

The SU Masters of Science in Athletic Training program received CAAHEP accreditation in October 2004 for a five year period. CAATE Re-accreditation will be needed in 2009.

9.4 Course Sequence

i. Requirements for the Master of Science in Athletic Training

Summer, Year 1

Course Title	Credit Hours
AT501 Risk Management & Emergency Care for Athletes	3
AT511 Advanced Athletic Training Techniques	2
AT521 Functional Human Anatomy I	2
AT523 Therapeutic Exercise I	1
AT531 Pathology/Evaluation of Athletic Injury I	3
AT552 Therapeutic Modalities	3
Subtotal Hours	14

Fall, Year 1

Course Title	Credit
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	Hours
AT561 Organization and Administration in Athletic Training	1
AT562 Imaging in Athletic Training	1
AT571 Sports Nutrition	3
AT581 Clinical Field Experience I	4
Subtotal Hours	9

Spring, Year 1

Course Title	Credit Hours
AT504 Psychological Intervention/Referral in Athletic Train.	3
AT514 Pharmacology in Athletic Training	2
AT582 Clinical Field Experience II	4
AT653 Ethics/Professionalism in Athletic Training	2
Subtotal Hours	11

Summer, Year 2

Course Title	Credit Hours
AT621 Functional Human Anatomy II	2
AT624 Therapeutic Exercise II	2
AT631 Pathology/Evaluation of Athletic Injury II	3
AT643 Advanced Rehabilitation of Athletic Injury	3
AT663 Clinical Research I	3
Subtotal Hours	13

Fall, Year 2

Course Title	Credit Hours
AT633 Clinical Medicine	3
AT664 Clinical Research II	3
AT681 Clinical Field Experience III	4
AT745 Industrial Rehabilitation/Ergonomics	2
Subtotal Hours	12

Spring, Year 2

Course Title	Credit Hours
AT763 Research Seminar	1
AT670 Health Care Administration	2
AT682 Clinical Field Experience IV	4
AT711 Theories and Practice of Conditioning Athletes	3
AT774 Senior Seminar	1
Subtotal Hours	11

Total Hours: 70

ii. Requirements for the Dual DPT/MSAT Degree

Summer, Year 1

Course	Title	Credit Hours	
AT 501	Risk Management and Emergency Care for Athletes	3	3
AT 511	Advanced AT Techniques	2	2
AT 521	Functional Human Anatomy I	2	2

AT	523	Therapeutic Exercise I	1
AT	531	Pathology/Evaluation of Athletic Injury I	3
AT	552	Therapeutic Modalities	3
		Subtotal Hours	14

Fall, Year 1

Course	Title	Credit Hours	
PT 603	Gross Human Anatomy I		4
PT 608	Examination and Intervention		3
PT 623	Histophysiological Aspects of Movement I		3
PT 643	Evidence-Based Practice: Introduction to Research Design		3
PT 653	Professional Issues I		3
PT 681	Medical Foundations I		1
PT 761	Clinical Conference I		1
AT 591	Clinical Field Experience 1 for Dual Degree MSAT/DPT		2
	Subtotal Hours	20	

Spring, Year 1

Course	Title	Credit Hours	
PT 604	Gross Human Anatomy II		4
PT 610	Musculoskeletal System I		3
PT 624	Histophysiological Aspects of Movement II		3
PT 656	Clinical Practicum I		1
PT 672	Functional Neuroanatomy		3
PT 684	Medical Foundations II		1
PT 685	Psychosocial Aspects of PT		2
AT 592	Clinical Field Experience II for Dual Degree MSAT/DPT		2
	Subtotal Hours	19	

Summer, Year 2

Course	Title	Credit Hours	
AT 624	Therapeutic Exercise II		2
AT 631	Pathology/ Evaluation of Athletic Injury II		3
AT 643	Advance Rehabilitation in Athletic Training		3
	Subtotal Hours	8	

Fall, Year 2

Course	Title	Credit Hours	
PT 709	Musculoskeletal System II		3
PT 721	Pathology		3
PT 751	Clinical Practicum II		1
PT 762	Clinical Conference II		1
PT 771	Adult Neurotherapeutics		4
PT 781	Gait Analysis and Biomechanics		3
AT 571	Sports Nutrition		3
AT 593	Clinical Field Experience 3 for Dual Degree MSAT/DPT		2
	Subtotal Hours	20	

Spring, Year 2

Course	Title	Credit Hours	
PT 703	Pediatric Physical Therapy		4

PT 710	Musculoskeletal System III	4
PT 732	Professional Issues II	2
PT 744	Prosthetics and Orthotics	2
PT 752	Clinical Practicum III	1
PT 892	Medical Foundations III	2
AT 504	Psych Intervention/Referral in AT	3
AT 514	Pharmacology in AT	2
AT 594	Clinical Field Experience 4 for Dual Degree MSAT/DPT	2
	Subtotal Hours	22

Summer, Year 3

Course	Title	Credit Hours	
PT 753	Clinical Internship I		3
	Subtotal Hours	3	

Fall, Year 3

Course	Title	Credit Hours	
PT 805	Gross Human Anatomy III		1
PT 821	Cardiovascular and Pulmonary Physical Therapy		3
PT 831	Professional Issues III		2
PT 861	Clinical Conference III		1
PT 881	Advanced Topics		1
PT 897	Comprehensive Examination		1
PT 898	Evidence Based Practice: Advanced Critical Analysis of the Literature and Implementing Research		3
AT 633	Clinical Medicine		3
AT 745	Industrial Rehabilitation/Ergonomics		2
	Subtotal Hours	17	

Spring, Year 3

Course	Title	Credit Hours	
PT 832	Establishing a Physical Therapy Practice/Direct Access		3
AT/PT 691	AT Clinical Field experience V for Dual Degrees/ PT Clinical Internship II		6
AT 670	Health Care Administration		2
AT 711	Theories and Practice of Conditioning Athletes		3
	Subtotal Hours	14	

Summer, Year 4

Course	Title	Credit Hours	
PT 855	Clinical Affiliation III		6
	Subtotal Hours	6	
	Subtotal Audit Hours	0	

Fall, Year 4

Course	Title	Credit Hours	
AT 692	Clinical Field Experience VI for Dual Degrees		4
AT 774	Senior Seminar		1
	Subtotal Hours	5	
	Total Semester Hours	148	

9.5 Course Descriptions

AT 501 Risk Management and Emergency Care for Athletes

This course contains content areas concerning the knowledge, skills, and values that an entry-level certified athletic trainer must possess to recognize, assess, and treat the acute injuries and illnesses of athletes and others involved in physical activity and to provide appropriate medical referral. Also covered is the historical foundation of athletic training leading up to the current definitions of the fields of sports medicine and athletic training. The global roles and responsibilities of the athletic trainer are discussed. Following this, the course emphasizes the role and responsibilities of the athletic trainer regarding risk management and injury prevention. Legal concerns and insurance issues are discussed. Risk factors are identified for participants in athletic activities regarding environmental conditions, conditioning issues, and protective equipment. Three credits

AT 504 Psychological Intervention/Referral in Athletic Training

This course is a collection of the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, intervene, and refer to the appropriate health care provider when appropriate, the sociocultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity. Two credits.

AT 511 Advanced Athletic Training Techniques

This course covers the principles and concepts related to prophylactic taping, wrapping, bracing, and protective pad fabrication. The course covers basic concepts of material composition (tensile strength, maximum tolerances, and heat dissipation) of protective splints. Uses of static and dynamic splints and the basic concepts of orthotic fabrication is covered. Application of the various taping, wrapping and bracing techniques for the trunk and extremities is covered. Fabrication of protective splints for specific athletic injuries as well as fit an athlete with protective equipment designed for a specific sport (football, hockey, lacrosse gear) is covered. Two credits.

AT 514 Pharmacology in Athletic Training

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess in pharmacological applications, including awareness of the indications, contraindications, precautions, and interactions of medications and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. Two credits.

AT 521 Functional Human Anatomy I

This course covers the functional musculoskeletal anatomy of the lower extremity up to the midthoracic spine. The course covers osteology, joint osteokinematics and arthrokinematics and muscle function including origin and insertion and innervation. Students will understand muscle function of the lower extremity in open and closed chain. During laboratory experiences students will have access to a cadaver laboratory for observation of human prosections. Clinical laboratories will include surface palpation of bony landmarks, muscles, and ligaments of the spine and lower extremities on a laboratory partner and measurement of joint range of motion. Two credits.

AT523 Therapeutic Exercise I

This course covers the principles of therapeutic exercise prescription for the injured athlete or physically active person. Types of exercises covered include passive range of motion exercises, active range of motion exercises, active-assisted range of motion exercises, joint mobilization during exercise, stretching exercises, resisted exercises, endurance exercises, and balance and proprioceptive training. The means of selecting and creating safe and effective exercise programs for athletes who present with injuries to the lumbar spine and lower extremities will be covered. One credit.

AT 531 Pathology/Evaluation of Athletic Injury I

This course covers the pathologies and injuries of the lower extremity and thoraco-lumbar spine and pelvic girdle that an athletic trainer is most likely to encounter on the field or in a clinical setting. Normal cellular function is reviewed followed by instruction on the cellular response to injury leading to healing and tissue repair. Pathologies and injuries will be presented from the foot up to the midthoracic spine. Epidemiology, etiology, signs and symptoms, medical management, athletic training management, and prognosis will be discussed. Three Credits.

AT 552 Therapeutic Modalities

This course covers the principles for the use of superficial and deep thermal agents including moist heat packs, ultrasound, whirlpool, paraffin, cold packs, ice massage and cold compression units. Biophysical effects of temperature, elevation, depression and compression are discussed. The principles of the electrical modalities for use in decreasing pain, decreasing inflammation, facilitating muscle contraction and use for biofeedback training are covered. The uses of traction, compression and basic Western massage are covered. Prerequisite: Formal admittance into the Athletic Training Program. Three credits.

AT 561 Organization and Administration of Athletic Training I

This course covers the organization and administration of record keeping during the practice of athletic training including the pre-participation examination, daily progress notes, medical intake forms, pain questionnaires, outcome assessment forms, letters to physicians and other health care providers, and collection of injury data. One Credit.

AT 562 Imaging in Athletic Training

This course covers common imaging techniques used to diagnose athletic injuries resulting from musculoskeletal, neurological, and visceral trauma. The student will learn the science and diagnostic capabilities of: 1) radiographic imaging, 2) CT Scanning, 3) Magnetic Resonance Imaging, 4) Diagnostic Ultrasound, and 5) Bone Scanning. (1 credit)

Pre-Requisite course: AT501, AT521, AT531

AT 571 Sports Nutrition

This course covers the role nutrition plays in enhancing one's health, fitness and sports performance. Principles of human energy systems for performance, nutrients in food, body composition and weight control, utilization of vitamins and minerals, and water, electrolyte, and temperature regulation are introduced. Eating disorders and effects of poor nutrition are presented. Three credits.

AT 581 Clinical Field Experience I

This course is the first clinical internship for a student in the Master of Science in Athletic Training major. The internship will be in a "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer session. (Pre-requisites: AT501, AT511, AT521, AT531, AT541, and AT551). Four credits.

AT 582 Clinical Field Experience II

This course is the second clinical internship for a student in the Master of Science in Athletic Training major. The internship will be in a "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer and fall sessions. (Pre-requisites: AT581). Four credits.

AT 621 Functional Anatomy II

This course covers the functional musculoskeletal anatomy of the cervical spine, head, face, and upper extremities. The course covers osteology, joint osteokinematics and arthrokinematics and muscle function including origin and insertion and innervation. Students will understand function of the facial, neck and upper extremity muscles. During laboratory experiences students will have access to a cadaver laboratory for observation of human dissections. Clinical laboratories will include surface palpation of bony landmarks, muscles, and ligaments of the head, neck, and upper extremities on a laboratory partner. Two credits.

AT 624 Therapeutic Exercise II

This course covers the principles of therapeutic exercise prescription for the injured athlete or physically active person. Types of exercises covered include passive range of motion exercises, active range of motion exercises, joint mobilization during exercise, stretching exercises, resisted exercises, endurance exercises and balance and proprioceptive training. The means of selecting and creating safe and effective exercise programs for athletes who present with injuries to the cervical spine and upper extremities will be covered. Analysis of throwing mechanics and walking and running mechanics will be covered. Prerequisites: AT 523 and AT 531. Two credits.

AT 631 Pathology/Evaluation of Athletic Injury II

This course covers the pathologies and injuries of the upper extremity, cervical spine, head and face that an athletic trainer is most likely to encounter on the field or in a clinical setting. Pathologies and injuries will be presented from the head, face, and cervical spine to upper extremity. Epidemiology, etiology, signs and symptoms, medical management, athletic training management, and prognosis will be discussed. The laboratory component of this course will cover the evaluation skills, both practical application and cognitive interpretation, necessary to assess an upper extremity injury/pathology, and head, face or neck injury/pathology. Basic treatment will be included in the laboratory including therapeutic exercise intervention and discussion of taping/bracing and modality intervention through interactive patient-cases. Three credits.

AT 633 Clinical Medicine

This course covers the understanding, recognition, treatment and referral process for general medical conditions and disabilities that an entry-level certified athletic trainer may encounter in athletes and other physically active persons. Conditions are presented for the integumentary, cardiovascular, respiratory, endocrine, digestive, urinary, musculoskeletal, reproductive, nervous, and lymphatic/immunity systems. Medical tests are also discussed such as blood work and radiological studies. Three credits.

AT 643 Advanced Rehabilitation of Athletic Injury

This course is an in depth study of the rehabilitation of athletic injuries to the spine and upper and lower extremities. Principles including managing soft tissue issues from the acute stage through the chronic stage of healing are followed. Surgical procedures for the spine and extremities and their respective rehabilitation protocols are discussed. Laboratory sessions involve learning advanced exercise approaches for spinal conditions such as McKenzie approach and “Core Exercises” for spinal stabilization. Advanced upper extremity exercises include means of restoring normal scapular humeral rhythm and return to throwing activities. An in-depth study of open vs. closed chain exercises is covered for lower extremities. Hands-on treatment skills such as soft tissue mobilization and joint mobilization are covered on partners in lab. Three credits.

AT 653 Ethics/Professionalism in Athletic Training

This course is a collection of the knowledge, skills, and values that the entry-level certified athletic trainer must possess to understand professional responsibilities, avenues of professional development, and national and state regulatory agencies and standards in order to promote athletic training as a professional discipline. It also covers the role of the certified athletic trainer in educating athletes, students of athletic training, the general public, and the physically active and associated individuals of the scope of this discipline. Two credits.

AT 663 Clinical Research I

This course is intended to be an introduction to research design. The student will be provided with an overview of research designs commonly used in clinical studies. Statistical procedures relevant to the topics presented will be briefly reviewed. Critical reading of current journal articles in the health sciences will be emphasized. The student will formulate a research question for the culminating research project to be conducted in AT664. Three credits.

AT 664 Clinical Research II

This course is designed to provide the student with the opportunity to conduct a graduate research project. The research project will be approved, developed and ultimately rated for passing status by an assigned research advisory committee. The project will be one of the following types of research: 1) a literature review that will be submitted to the Journal of Athletic Training for publication, 2) a case report on an athlete whom the athletic training student treated that will also be sent to the Journal of Athletic Training for publication, 3) an original experimental research design study, 4) a clinical techniques article that meets the specifications of the NATA journal and is submitted for publication. Three credits.

AT 670 Health Care Administration

This course is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess to develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity. Two credits.

AT 681 Clinical Field Experience III

This course is the third clinical internship for a student in the Master of Science in Athletic Training major. The internship will be in an “athletic training room setting” which includes either a college or high school sports team assignment or a “non-athletic training room setting” including professional sports teams, sports medicine clinics or work hardening centers. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed from the first summer through the fall in the second year. (Pre-requisites: AT581 and AT582). Four credits.

AT 682 Clinical Field Experience IV

This course is the fourth clinical internship for a student in the Master of Science in Athletic Training major. The internship will be in a “athletic training room setting” which includes either a college or high school sports team assignment or a “non-athletic training room setting” including professional sports teams, sports medicine clinics or work hardening centers. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed from the first summer through the fall in the second year. (Pre-requisites: AT581 and AT582, AT681). Four credits.

AT 711 Theories and Practice of Conditional Athletes

This course covers the theories and practice of providing strength and conditioning programs for athletes, body builders, and active or sedentary persons who want to initiate a fitness program. This course prepares the student to develop fitness programs for athletes of all sports and is preparation for the National Strength and Conditioning Association’s (NSCA) examination to receive the Certified Strength and Conditioning Specialist certification (CSCS). (Pre-requisites: AT623, current CPR certification). Three credits.

AT 745 Industrial Rehabilitation/ergonomics

The Role Delineation Study 4th Edition published by the National Athletic Trainers’ Association Board of Certification, Inc indicates that certified athletic trainers are working in industrial rehabilitation settings. This course is an introduction to industrial rehabilitation and ergonomics including understanding work hardening and work conditioning criteria, Baseline functional Evaluation (BFE), and Functional Capacity Evaluations

(FCE). The interdisciplinary approach is emphasized and state practice act issues are discussed. (Pre-requisites: AT581, AT582, AT681, and AT682). Two credits.

AT 763 Research Seminar

This focus of this course is completion of a previously proposed program culminating research project under the guidance of a faculty research advisory committee. Emphasis is on preparation of a publishable manuscript and preparation of audiovisual materials for presentation at a professional meeting. The completed manuscript must be reviewed and signed off for approval by a faculty committee. A 20-minute PowerPoint presentation is presented to the class and the faculty committee. One credit.

AT 774 Senior Seminar

This purpose of this course is to provide laboratory interaction between the students and the program's Approved Clinical Instructors (ACIs) to observe and check off advanced clinical proficiencies demonstrated by the student for the examiner. The proficiencies will be embedded into written and simulated patient cases. This course is the final demonstration of the student's ability to perform the required clinical proficiencies at the mastery level. (Pre-requisite: completion of summer 1, summer 2, and AT 581, AT582, AT681, AT682). One credit.

AT591 Clinical Field Experience I for dual major MSAT/DPT

This course is the first clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in a "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer session. (Pre-requisites: AT501, AT511, AT521, AT531, AT541, and AT551). Two-credits.

AT592 Clinical Field Experience II for dual major MSAT/DPT

This course is the second clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in a "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer session. (Pre-requisites: AT591). Two-credits.

AT593 Clinical Field Experience III for dual major MSAT/DPT

This course is the third clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in a "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer and fall sessions. (Pre-requisites: AT591 and AT592). Two-credits.

AT594 Clinical Field Experience IV for dual major MSAT/DPT

This course is the fourth clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in a "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer and fall sessions. (Pre-requisites: AT593). Two-credits.

AT691 Clinical Field Experience V for dual major MSAT/DPT

This course is the fifth clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment or a "non-athletic training room setting" including

professional sports teams, sports medicine clinics or work hardening centers. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed from the first summer through the fall in the second year. (Pre-requisites: AT594). Six credits.

AT692 Clinical Field Experience VI for dual major MSAT/DPT

This course is the sixth and final clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in an “athletic training room setting” which includes either a college or high school sports team assignment or a “non-athletic training room setting” including professional sports teams, sports medicine clinics or work hardening centers. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed from the first summer through the fall in the second year. (Pre-requisites: AT691). Four credits.

9.6 Clinical Field Experiences

Clinical field experiences (CFEs) are semester-long MSAT courses in which the student gains professional experience in a variety of athletic training settings. Students will complete four 4-credit CFEs. Dual major DPT/MSAT students will complete four two-credit and one four-credit and one six credit CFEs. For each CFE, the student will receive a course outline stating the description, objectives and grading methods. The student will complete CFEs under the direct supervision of a certified athletic trainer who is either an Approved Clinical Instructor (ACI) or a Clinical Supervisor (CS) and who is affiliated with the SU Division of Athletic Training (Section J1). The integral part of each CFE is the provision of opportunities for the student to develop specific proficiencies pertaining to the health care of athletes. These proficiencies are delineated in the *Shenandoah University Division of Athletic Training Clinical Proficiency Manuals Level I, II, and III*. These manuals are written in a sequence to show the continuum from novice learning toward mastery of clinical proficiencies over time. Additionally, the student will be evaluated by the ACI or CS using the tools, *Evaluation of the Athletic Training Student’s Clinical Experience versions I and II*.

Primary or traditional clinical settings include the athletic training room(s), athletic practices, and competitive events (Section J3). The athletic training room is considered to be a “designated physical facility located within the sponsoring institution or within an acceptable affiliated clinical setting in which comprehensive athletic care services are provided.” Comprehensive health care services include practice and game preparation, injury/illness evaluation, first aid and emergency care, follow-up care, rehabilitation, and related services.

Three of the four CFEs must be in a primary or traditional clinical setting. The student must have ample opportunity to demonstrate mastery of the skills contained in *Clinical Proficiency Manuals I, II, & III*. The primary clinical field experiences will be either on the campus of Shenandoah University or at one of our affiliated clinical sites. A minimum of 1.5 years (3 clinical rotations) of CFE occur under the direct supervision of an ACI who is an ATC in good standing.

For Clinical Field Experience I and II, students will be assigned to an ACI or clinical supervisor. Assignments will be made by the Academic Coordinator for Clinical Education (ACCE), with input from the SU Athletic Training faculty and Program Director. Prior to each fall and spring semester, ACIs and clinical supervisors who are affiliated with the SU MSAT program will be polled to determine the availability of student placements. CFE assignments will be made based on this availability. According to CAATE Section J3.3, each student must gain clinical experience with a variety of sports, including male, female, upper extremity, lower extremity and equipment-intensive. In addition to the traditional clinical field experience hours, students must perform a set number of observational experiences in the general medical setting. These parameters for these experiences are described in the clinical field experience syllabi and in the course AT633 Clinical Medicine.

Clinical field experiences in the second year will be selected using the following method:

The student will rank his/her top three choices for placement from the list of available sites on the Clinical Field Experience selection form. Students will provide a rationale for their choices. Students are not guaranteed to be assigned to any of their choices; however, the program will do its best to try to accommodate the student's request. The Program Director (PD), in collaboration with the program Academic Coordinator of Clinical Education (ACCE), will ultimately decide where the student is placed. The PD and ACCE will use the following criteria for assigning students to CFEs:

- 1) Ensuring the student gains experiences in a variety of high contact and low contact sports.
- 2) Ensuring that the student gains experiences with different ages of athletes (college vs. high school setting)
- 3) Attempting to send the student to a place of particular interest
- 4) Taking into account student's ability to travel
- 5) If one of the clinical sites is on the list of SU ATEP specialty clinics, the student must write a letter to the faculty that states why the student should be given this placement. For specialty clinics, the faculty will consider the following criteria: the letter from the student, the student's GPA in the curriculum, and outcomes from *Evaluation of the Athletic Training Student's Clinical Experience versions I and II*. The specialty clinic site may choose to interview the interested students and provide their own feedback as to who they believe would be the best match.

One CFE during the second year in the curriculum may be in a non-traditional setting. The non-traditional setting includes, for example, a corporate setting where sports health care is provided, a sports medicine clinic such as a sports physical therapy practice or an industrial rehabilitation setting where certified athletic trainers are employed. The Program Director in collaboration with the program ACCE will determine if the student should be sent to this setting. Completion of clinical competencies must be taken into account, since there may be less opportunity for students to demonstrate skills in the non-traditional setting.

9.7 Instructional Methods

i. Types of Instruction

Courses will be conducted utilizing a multi-sensory approach to learning, which includes:

- Lectures: instructors, professors, guests
- Audio-visual materials: films, filmstrips, posters, diagrams, overhead transparencies, videotapes, PodCasts, recordings, models, etc.
- Programmed instruction: interactive video and other independent study modules
- Computer programs
- Class and small group discussions/tutorials and demonstrations
- Laboratory assignments in Clinical Skills, Clinical Research and Human Anatomy
- Interactions with Team Physicians regarding clinical experiences
- Quizzes, tests, and oral and written examinations including program comprehensive oral, written, and practical exam
- CD ROM, E-mail, web education
- Field trips
- Supplemental reading: printed material, assignments, handouts, etc.
- Clinical Field Experiences I-IV

- ii. **Hardware/Software Requirement** – Student must own a desktop or laptop PC to communicate with the Division of Athletic Training for distance education and daily email messages. See *Shenandoah University Division of Athletic Training Distance Education Manual* for required hardware and software capabilities.

9.8 Distance Education

Distance education may be defined as any formal approach to learning in which the majority of the instruction occurs while the educator and learner are at a distance from each other. In other words, education is delivered to people instead of people to education.

The Shenandoah University Athletic Training Education Program offers its fall and spring courses as a combination Distance Education/On-Site Seminar course load. The courses that utilize this format are:

- AT561 Organization and Administration in Athletic Training
- AT562 Imaging in Athletic Training
- AT571 Sports Nutrition
- AT504 Psychological Intervention/Referral in Athletic Training
- AT514 Pharmacology in Athletic Training
- AT633 Clinical Medicine
- AT653 Ethics/Professionalism in Athletic Training
- AT664 Clinical Research II
- AT670 Health Care Administration
- AT711 Theories and Practice of Conditioning Athletes
- AT745 Industrial Rehabilitation/Ergonomics

The purpose of this format of delivering courses is to afford the student the opportunity to receive clinical field experiences away from the Shenandoah University campus while still being able to complete required classroom curriculum. The student will learn the same material at a distance that would have been offered if the courses were on site. The distance delivery of education will include an on-line course syllabus with weekly objectives. Materials will be delivered on Blackboard. Assignments and lectures will be given using PowerPoint, CD-ROM, audiotapes and/or videotape.

An on-site seminar will be part of each course where the student will receive lecture or laboratory instruction on campus or in specific instances off-campus by his/her ACI. During this seminar the student may also present course material, be examined on course material, and checked off on clinical proficiencies. The student will be given the dates of the seminar at the beginning of the semester. The respective clinical supervisors at the student's clinical field experience will be notified that the student is to be excused for that time period.

Additional information on Distance Education is located in the *Shenandoah University Division of Athletic Training Distance Education Manual* which is distributed to the student during the first summer session.

9.9 University Grading Scale

Each course grade for each student will be determined via evaluation of the degree to which the student meets the course objectives. Individual course outlines will identify the weighting system by which scores from tests, quizzes, written assignments, performance, etc. will be utilized to determine a final grade.

See also "Academic Appeals Procedure" Shenandoah University Student Handbook at the following link: <http://www.su.edu/studaffs/handbook/hb5.asp#ACADEMICAPPEALSPROCEDURE>

The student's knowledge, understanding, and ability to integrate information into the clinical problem-solving process will be graded on the point system, which is used to determine the course grade. The points earned in each category are totaled. These are then converted to a percentage based on the total number of points possible. The grading scale based on percentage is as follows:

90 – 100	= A
80 – 89	= B
70 – 79	= C
60 – 69	= D
Below 60	= F

Note: MSAT students must earn a minimum of 70% as a final grade in order to pass each course. A final grade of D or F results in failure of the course.

9.10 Examinations

- i. **Written:** The student will be given the written exam schedule at the beginning of the semester with the exception of the final examination schedule. Written examinations may include true/false questions, multiple choice questions, matching, fill in the blanks, essays, and patient cases with questions at the end.
- ii. **Open Book:** The student will be given the open book exam schedule at the beginning of the semester with the exception of the final examination schedule. Open book examinations may include true/false questions, multiple-choice questions, matching, fill in the blanks, essays, and patient cases with questions at the end.
- iv. **Practical Examinations:** Practical examinations are given to examine clinical competencies, student clinical decision making, and ability to communicate clinical information. Practical examination schedules will be announced by the course instructor. A minimum grade of 70% on a practical examination is necessary to pass the test and to maintain the *Technical Standard for Entry-Level Athletic Trainer Education*. Should a student fail a practical examination, the student will be scheduled a time period with remediation prior to re-taking the examination. A retake examination will be arranged by the primary course instructor. A second faculty member will be present at the retake examination. **Retake examinations may be audiotaped or videtaped.** Both faculty will rate the student's performance on the retake and the grades will be averaged. A minimum score of 70% is required to pass the retake examination. Should performance exceed 70%, the student's score on a retake examination may not be recoded as being higher than 70%. Failure on the second re-examination will result in one last chance for a retake during final examination week. Failure to pass at that time will result in failure of the course.
- v. **Missed Examinations**

All written and practical exams will be announced prior to the scheduled date and students are required to take them at the scheduled time. If a student misses a scheduled exam without a legitimate excuse (e.g. personal illness or death in the immediate family), the student will not be allowed to make it up and will receive a grade of zero. In order to make up a test missed for legitimate reasons, the student must inform the instructor or the Division Office no later than one hour prior to test time.

The student may be required to verify illness immediately upon returning to school by presenting a written statement from the Director of Wellness and/or physician to the instructor involved. Doctor and dental appointments (other than emergencies) are **not** considered legitimate excuses. Make-up tests may be either written or oral. The type of test is left to the discretion of the faculty. Arrangements to take the missed test must be made before the next scheduled class. If this procedure is not followed, test make up will not be allowed and student will receive a grade of zero. **It is the student's responsibility to**

contact the instructor to make these arrangements. If the student fails to show up at the time scheduled to retake the test, a zero will be given.

In the event that a student has a major life event (example, a wedding) that has to be scheduled and is in conflict with an examination time, a written request must be given to the faculty member and cc to the Program Director if possible no later than one month before the event. It is within the faculty purview to deny the request.

9.11 Written Assignments

All papers must be typed unless specified otherwise by the instructor. Each paper must include the current date and course instructor's name and course name and number. If more than one (1) sheet is used, they must be securely fastened with a staple. Grades will be based on content, style and composition. All papers must be turned in at the designated time and place; emergency or illness are the only exceptions and will be dealt with individually. Late papers will result in the grade being lowered. Refer to the individual course outline for more information. Papers may be delivered electronically when designated by the primary instructor.

9.12 Faculty and Course Evaluation

During the academic year, students will be asked to complete individual faculty and course evaluations. In addition, students' feedback on the curriculum will be requested through the use of questionnaires. In the third summer of the program, students will be asked to evaluate the entire curriculum through focus groups, questionnaires, and individual interviews.

9.13 Academic Integrity, Honor Code, Appeals, Grievances

Trust and mutual respect are essential to an environment in which learning is fostered. To encourage and support such an environment, Shenandoah University has an Honor Code that applies to undergraduate and graduate students of all of the university Colleges, Schools, and the Conservatory. The SU Honor Code and its accompanying forms may be downloaded off of the SU Web page under academic affairs at http://www.su.edu/academic_affairs/template.cfm?page=honorcode.

10.0 STUDENT POLICIES AND PROCEDURES

10.1 Retention and Promotion

- 1) A student must satisfactorily complete all of the prescribed program sequence to qualify for promotion. The Program Director, in consultation with the Program Faculty, shall determine what constitutes satisfactory performance.
- 2) To remain in good academic standing in the MSAT or dual major DPT/MSAT program, a student must be able to demonstrate the possession of:
 - a. a current and cumulative grade point index of at least 2.8
 - b. a minimum of a "C" grade in all of the MSAT courses
 - c. Satisfactory evidence or good interpersonal relations and professional conduct in both the didactic and clinical components of the curriculum.
- 3) Failure to achieve all of the criteria listed above shall be grounds for probation, or dismissal from the MSAT program:
 - a. Should a student fall below a minimum of a 2.8 GPA during an academic semester, the student will be placed on academic probation. The student will be sent a letter stating this situation. The student will be

required to bring the GPA up to a minimum of 2.8 the following semester. If the student does not achieve this minimum GPA of 2.8, he/she will be dismissed from the curriculum one full academic year and possibly, permanently. The student may petition to return the following year. The student must submit a typed letter to the Program Director requesting return into the curriculum the following year. This petition should include an action plan stating what the student would do to strengthen his/her academic performance. The faculty votes on the petition. The Program Director will send a letter to the student indicating whether or not he/she is able to return. All courses in which the student had below the grade of “B” will need to be retaken upon return.

b. Should the student fall below the minimum GPA of 2.8 during the last semester of the program, the student will not receive the MSAT degree. The student will be dismissed from the program and will need to petition to return the following academic year to retake any courses in which the student received lower than a “B”. The MSAT degree will only be awarded if the minimum of 2.8 GPA is achieved at the end of the curriculum.

c. If a student fails a course during any semester, this results in dismissal from the program. The student may write a petition letter to the Program Director requesting a seat in the following year’s class to restart the program. The student may not continue taking courses in sequence with his/her cohorts after a course has been failed. The faculty votes on the petition. The Program Director will send a letter to the student indicating whether or not he/she is able to return. All courses in which the student had below the grade of “B” will need to be retaken upon return.

d. If a student fails more than one course during a semester, or if a student obtains a second failed course after having returned from either a previous dismissal from a course failure or a dismissal from having been below the 2.8 minimum GPA for 2 consecutive semesters, then the student is dismissed and may not petition to return to the program.

e. AT774 is the course that covers program culminating comprehensive written, oral, and practical exams. If a student fails this course, he/she may be allowed to retake it one time provided that he/she has not been previously dismissed from the program for a failed grade in another course. Should the student fail the retake of AT774 then he/she is dismissed from the program and does not have the right to petition for return.

10.2 Remediation Policy

Students who receive “C” or lower midterm grade in any course in the athletic training curriculum are required to meet with their advisor. An academic remediation plan will be worked out and signed by the advisor. Possible remediation includes a written study plan that the student creates, meeting with peers to work on course information, scheduling time with the respective faculty member for tutoring. The student will be asked to sign a form agreeing on the remediation plan or the student will sign a waiver indicating that he or she declined remediation.

10.3 Dismissal from Program

- i. **Academic-** Failure to meet retention requirements spelled out in section 10.1 will result in dismissal from the Shenandoah University Masters of Science in Athletic Training program.
- ii. **Inappropriate Affective Behavior-**Any student who demonstrates inappropriate affective behavior during the didactic portion of the curriculum (including, but not limited to, the following: poor attendance of required classes, missed examinations, lack of participation in required school activities, inappropriate dress in the classroom, poor personal hygiene, violation

of student handbook policies, unsafe behavior or lack of respect for the dignity and rights of others) will be issued a verbal warning at the first occurrence. A second incident will be documented in writing and a copy will be placed in the student's folder by their advisor. If a similar incident (same category) occurs a third time, the student will be recommended to the Senior Vice President of Academic Affairs for dismissal from the program for one academic year at a minimum and possible permanent dismissal.

In order to be reinstated after a dismissal caused by inappropriate affective behavior, the student must demonstrate clear improvement in the offending behavior. The student may need to attend counseling or provide other documentation as to how he/she will return as a student with proper professional and civil behavior. The student will send a formal letter petitioning his/her return to the Program Director along with any supporting documentation. The faculty will vote on the student's possible return. The Program Director will send the student a letter regarding the outcome.

- iii. **Provisional Acceptance** – Students admitted with a “provisional acceptance” must meet the arrangement of their signed contract regarding completion of a pre-requisite course in the stated time frame with a “C” or better. Failure to meet the contract obligations will result in academic dismissal. The student may petition to the program director to return to the program the following year provided that the pre-requisites are completed successfully.

10.4 Withdrawal from Program

For students voluntarily wishing to withdraw from the Program, the following steps must be taken:

- Discuss the matter with your advisor
- Discuss the matter with the Director of the Division
- Submit a letter stating the reason for withdrawal to the Director of the Division
- Complete the official withdrawal forms from the University.

10.5 Attendance

i. Class- Teaching and learning are at the heart of Shenandoah University. Learning involves a serious commitment on the part of both faculty and students. The faculty takes pride in the quality of their instruction. Students who choose to come to Shenandoah do so because they believe the instruction they receive will be of great benefit to them. Students therefore take responsibility for their learning, which includes attending all classes. It is never acceptable to cut classes. On occasion, students may miss classes because of University events or unavoidable circumstances, such as injury or illness. Any time a student does not attend class, for whatever reason, he/she is responsible for learning everything covered in that class meeting. According to Shenandoah University academic policy, found in the SU Graduate Catalog, the attendance policy for each course is to be set by the instructor at the beginning of the course. In accordance with this policy, the SU Division of Athletic Training attendance policy is as follows:

- Students may miss no more than two traditional on-campus classes without penalty. More than 2 unexcused absences will result in the student's final course grade being lowered by one full letter grade
- Absences may be excused by the instructor for the following reasons: (1) personal illness/injury for which the student has a written doctor's excuse; (2) medical emergency in the immediate family, including injury, illness, or death. Excused absence that goes beyond 10% of the allowable off will be reviewed case by case by the course instructor and program director.
- For distance education courses, attendance of mid-term on-campus residency and final examination week is mandatory (there is an occasional exception on travel back to campus from a clinical field experience of significant distance when the primary course instructors can plan an equivalent course experience for the student. These opportunities are provided at the discretion of the primary faculty and should not be anticipated by the student.)

ii. Clinical Field Experiences -

Students are expected to adhere to the Clinical Field experience (CFE) daily schedule as established by the Approved Clinical Instructor (ACI). In the event a student must be absent from his or her CFE, the student must make sure it is considered an excused absence. Absences may be considered excused by the ACI and Academic Coordinator of Clinical Education (ACCE) for the following reasons:

1. Personal illness/injury for which the student has a written doctor's excuse
2. Medical emergency involving immediate family members, including injury, illness, or death.

The ACI and ACCE reserve the right to determine whether an absence is considered excused or not. In order to be considered an excused absence, the student must call his or her ACI prior to the student's scheduled arrival time for clinic that day. The student must then call the ACCE immediately following contact with the ACI to determine if an excused absence will be granted.

Excused absences are only considered for the conditions listed above. The student will be allowed three excused days of absence per CFE. Additional days may be allowed on a case by case basis as determined by the ACI and ACCE. In the event a student would like an excused absence for other personal reasons, the student must submit a request to the ACI and ACCE at least 14 days prior to the requested day of absence. The ACI and ACCE reserve the right to determine whether the request will be considered excused or not.

All excused absences must be made up with the ACI to ensure that the student obtains the required number of clinical experience hours. The student is expected to be proactive in arranging to make up missed clinical hours.

Unexcused absences during the CFE will not be tolerated. Any unexcused absence will result in the CFE course grade being lowered by one full letter grade. The ACI reserves the right to have the athletic training student removed from the CFE as a result of an unexcused absence. If this occurs, the student will automatically fail the CFE course.

iii. Leave of Absence

1. In the event that a matriculated student in the Athletic Training Program encounters a situation that requires a prolonged absence from the Program, that student may either withdraw from the Program or request a leave of absence. A request for a leave of absence must be submitted in writing to the Program Director with sufficient information to explain the situation. In the event that the student is ill or otherwise indisposed, the written requirement may be waived, or the Program Director may initiate the action independently.

2. If the request for leave seems reasonable and appropriate for the circumstance, and if the student is in good academic standing at the time, the Program Director in consultation with the Program faculty, may grant the leave. Otherwise, the Program Director may, at his/her discretion, deny the leave, recommend that the student withdraw from the Program, or may recommend that the student be dismissed from the Program. Conditions will be determined individually according to the merits of each case.
3. A student who is granted a leave of absence is expected to complete all missed work upon return to the Program. This may mean that a student may have to withdraw from courses, if allowed by the Shenandoah University, reregister, and take the courses from the beginning upon return to the Program.
4. In no case will a student be granted a leave of absence for a period of time longer than 12 calendar months. See Graduate Catalog sections on Continuous Enrollment and Withdrawal.
5. The Program Director, in consultation with the Program faculty, may recommend that a student take a leave of absence to complete certain remedial work that is deemed necessary to allow the student to succeed in the Program.
6. If a leave of absence is granted, for a period of time equivalent to two or more semesters, the student must notify the Program Director, in writing, of intent to return. Unless prior arrangements are made with the Program Director, this notification must be accomplished prior to the beginning of the semester preceding the return if the Program is expected to guarantee that a space will be available for the student.
7. If more than one semester elapses between the start of a leave of absence and the student's re-matriculation into the second year of the Program, the Program Director may require the student to demonstrate clinical competencies (e.g. orthopedic assessments and treatments, taping, bracing . . .) and/or take a didactic phase proficiency exam. The student must receive a 75% or higher in both of these evaluation procedures in order to proceed to clinical rotations.

10.6 Graduation

The organization and planning of the Division of Athletic Training graduation ceremony is the responsibility of the Program director in conjunction with representatives of the graduating class.

10.7 Dress Code

Athletic Training is recognized by the American Medical Association as an Allied Health Care Profession. Each athletic training student is expected to present him/herself in professional attire and be neatly groomed. Any article of clothing with holes and the wearing of blue jeans are **not** permitted. Acceptable dress is as follows:

- **Shirts:**
 1. SU Athletic Training T-shirt or collared shirt
 2. SU sport team T-shirt when working with that team
 3. **Shirts must be tucked in**
- **Sweatshirts:**
 1. SU Athletic Training Sweatshirt
 2. SU sweatshirt which does not advertise other university organizations
 3. SU team sweatshirt when working with that team
 4. Solid navy blue, beige, or white sweatshirt
 5. No logos except left-chest, small in size
- **Shorts/Pants:**
 1. Khaki, navy blue, black, or white shorts or pants only.
 2. No short-shorts are allowed.
 3. No cut-offs are allowed
 4. No bare mid-riffs

5. Must be neat – not baggy, not skin tight
 6. Belts are required
- **Shoes:**
 1. Clean sneakers (tennis shoes)
 2. Hiking shoe or soft cleated shoe for outside field experience is permissible
 3. Socks must always be worn
 4. Sandals are not permitted (Including Hiking sandals, Tevas, Birkenstocks, etc.)
 - **Hats:**
 1. Baseball hats must advertise SU or plain logo only and may only be worn for outside field experiences.
 2. Hats are not to be worn at indoor competitions
 - **Jewelry:**
 1. Must be kept to a minimum and should not interfere with duties
 2. Facial piercings including large earrings, nose rings, tongue rings, and eyebrow piercings are not permitted in the classroom, laboratory setting, athletic training room, or on clinical field experiences for professional, safety, and health reasons.
 - **Game Day Attire:**
 1. Collared SU athletic training shirt
 2. Khaki pants or shorts
 3. As specified by the ACI and CFE site
 - **Travel Attire:** May differ according to sport and head coach
 1. Males: tie and dress shirt
 2. Females: dress, long skirt, or dress pants
 3. *** You must look neat and professional
 4. As specified by the ACI and CFE site
 - **Jackets and Parkas:**
 1. During appropriate weather
 - **Skills Laboratory:**
 1. Classes that include laboratory sessions for clinical skill development will define the dress code in the respective course syllabus.
 - **Anatomy Wet Lab:**

Students are to wear gloves at all times while working with cadavers. Gloves will be provided by the Division of Athletic Training. Protective eyewear is also recommended and is available in the lab. Students should wear clothing, which will weather the lab environment. Surgical scrubs are suggested for their comfort and durability. A lab coat or a change of clothing is recommended. Students must wear shoes while working in the anatomy lab. Sandals, or like footwear, are prohibited due to the risk of injury resulting from dissection instruments which may be inadvertently dropped.

- **Clinical Affiliation Sites Outside of SU**

The student must adopt the professional attire defined by the ACI at the clinical affiliation site. If the site does not have a dress code policy, the student is to utilize the policy written in this manual.

The student may be denied the opportunity to attend classroom or clinical experience if the dress code is violated. Please see section 10.3 ii of this manual regarding inappropriate affective behavior during classroom experiences.

10.8 Health Insurance

All MSAT and dual major DPT/MSAT students must be covered with health insurance for the duration of the curriculum.

- i. Health Insurance**

Students entering the university under the age of 24 may already have coverage under the health insurance policy of their parent(s). In the event that the student needs health insurance coverage, he/she may fill out an application at the student health center.

- ii. Secondary-coverage Health Insurance**

Full-time students at Shenandoah University may be eligible for secondary coverage of health-related expenses by the University at no additional cost. The following criteria must be met:

- a. An injury/illness report must be filed at Wilkins Wellness Center within 24-48 hours.
- b. All health insurance claims must be submitted to the student's primary health insurance.
- c. When the student subsequently receives an Explanation of Benefits form, the form should be submitted to the Wilkins Wellness Center.
- d. Exception: Automobile accidents are not covered by this policy.

For more information, contact Wilkins Wellness Center at 665-4530.

10.9 Liability Insurance

All MSAT and DPT/MSAT students are covered for liability (malpractice) insurance under the Student Malpractice Blanket Liability Plan by Seabury & Smith-Chicago.

10.10 Student Health Records

- i. Health Record-** The university health record **must** be completed and returned to Wilkins Wellness Center before formal classes can be attended. No exceptions will be made. Absence due to incomplete health record is an unexcused absence.

- ii. Polio**

Polio vaccination is required for matriculation at Shenandoah University.

- iii. Meningitis**

Meningitis vaccination is highly recommended for students matriculating at Shenandoah University.

- iv. Tuberculosis**

If the student has a clinical field experience that has been arranged with an outside clinical affiliated site, such as a hospital setting, then the student may be required to receive a PPD test to detect tuberculosis prior to matriculation at the center.

v. Mumps, Measles, and Rubella (MMR)

MMR vaccination is required for matriculation at Shenandoah University. If the student has a clinical field experience that has been arranged with an outside clinical affiliated site, such as a hospital setting, then the student may be required to receive a rubella screening to detect MMR.

Students are to contact the Director of Wellness, who will administer these screening tests and keep the necessary records.

vi. Hepatitis B

The Hepatitis B vaccine, which consists of three inoculations, is required for matriculation at Shenandoah University. Students must sign a waiver if they do not wish to, or cannot, have this vaccination. A titer six months after the third inoculation is recommended, to ensure the presence of Hepatitis B antibodies.

vii. Chicken Pox

If the student can provide medical documentation proving that the student had chicken pox, then the student does not need a vaccine or titer in order to matriculate at Shenandoah University. The chicken pox titer may be required by certain clinical sites. If a student has been exposed to “chicken pox” then they are not eligible for any patient contact during the prodromal period.

viii. Communicable Diseases

Shenandoah University will approach issues related to communicable diseases in the University population on an individualized case-by-case basis in accordance with the medical advice of an attending physician, guidelines of the American College Health Association and the Communicable Disease Center.

Each person contracting a communicable disease will have his/her case reviewed by an appropriate University committee composed of Vice President of Academic Affairs, Director of Wellness and the physician advisor. During the committee review process, the person with the communicable disease and his/her physician will be consulted regarding the best procedure to follow for the welfare of the student as well as the safety of the University community and those individuals within the clinical practicum environment.

The committee recommendations will be sent to the President of the University and other persons needing to have this information so that appropriate action can be taken to safeguard the health of the student involved and to give maximum protection to the University community and health care environment.

ix. Pregnancy

There are areas of clinical practice and laboratory hazards, which, if exposed to, could endanger a mother or unborn child. Should a student enter the MSAT program pregnant, or become pregnant at any time prior to graduation, the student is required to inform her advisor and the Director of Wellness. A statement from the obstetrician regarding her ability to continue in the athletic training curriculum is required. Clinical Field experiences will be adjusted to minimize stress on the mother and baby. Missed time in class, laboratory sessions, and Clinical Field Experiences, due to pregnancy will be treated as any other absence. Please refer to the policy on attendance.

x. Smoking

The Athletic Center, Shingleton Hall, and the Cork Street Facility are entirely “smoke-free” buildings. Smoking is strictly prohibited by all persons transacting business in the facility. All

occupants of the facility are held responsible for informing individuals who are observed smoking of the “smoke-free” policy. If compliance is not achieved after explaining this policy to a visitor, notify a Security Officer to handle the situation.

xi. Unsafe or Impaired Behavior

The Division of Athletic Training supports the Drug and Alcohol Policy adopted by the University (refer to Student Handbook at the following link: <http://www.su.edu/student-handbook-10-11.pdf>). The use of drugs or alcohol prior to or during class or clinical field experience will not be tolerated. A student who demonstrates any of the following behaviors may be judged to be unsafe or impaired by the faculty/ACI: impaired ability to process information (e.g. inability to calculate simple math problems), impaired judgment or reasoning, weakness, slurred speech, uncoordinated fine or gross motor skills, irrational behavior or behavior inappropriate to the setting.

If a faculty member or ACI suspects that a student is ill or under the influence of drugs or alcohol, he or she may remove the student from the setting and immediately notify the Director of Wellness. If the Director of Wellness is not available, the Vice President of Student Affairs will be notified. The following steps will be taken:

- a. The student will be informed why the behavior is considered inappropriate and what steps will be followed.
- b. The Director of Wellness will interview the student and determine the need for drug screening and/or any other necessary tests which may be ordered at the student's expense.
- c. If the drug screen is positive for drugs or alcohol, the Vice President of Student Affairs will be notified.
- d. A treatment program will be determined by the Vice President of Student Affairs and the Director of Wellness. This program may include random drug testing at the student's expense, a chemical profile and attendance in a support group. Failure to comply with the recommended treatment program may result in dismissal from Shenandoah University.
- e. If the drug screen is negative, the student will be referred to the University family nurse practitioner for further examination to determine the cause of the behavior.
- f. If the student refuses to take the drug screen, the student may be dismissed from Shenandoah University.

10.11 OSHA Requirements

Students are required to receive OSHA training annually. Students must follow the Exposure Control Plan to minimize the possibility of exposure to blood borne pathogens. The Division of Athletic Training will provide students with this training. The SU athletic training exposure control plan is located within each athletic training room.

10.12 First Aid/CPR Certification

Students are required to acquire and maintain certification in AHA Basic Life Support (BLS) for Healthcare Providers with AED training. The Division of Athletic Training will arrange times for these courses to be taken.

10.13 Class Officers

Each class will elect class officers and class representatives during the summer of each academic year. The incoming First Year Class should elect their class officers between the second and third weeks of their first semester. Rising second year students will elect their officers at the end of the spring semester of their second year. The offices and representative positions are:

President:

1. Represents class to faculty and vice-versa.
2. Sends minutes from monthly meetings to the Program Director
3. Oversees conduct and performance of class with regard to AT-related issues both in and out of the classroom
4. Chairs officer and class meetings
5. The position is open to a MSAT major. A dual MSAT/DPT major may hold this position only during the first year of the program.

Vice-President:

1. Acts as a class representative with faculty and University
2. Assists president with conducting the class meetings in a timely and orderly fashion
3. Distributes class mail and makes class announcements

Secretary:

1. Takes minutes at class and officer meetings
2. Organizes various administrative initiatives; e.g. class phone list, activities calendar
3. Assists in coordination of end-of-year elections

Treasurer:

1. Collects membership dues
2. Maintains class account
3. Gives report at every meeting

10.14 Photocopying

Copying of personal or general coursework materials must be performed on-campus or at a local print shop, at the student's expense.

Reproduction of copyrighted material, without prior permission of the copyright owner, is illegal.

Limited copying related to a class presentation or research project will be performed by the Division of Athletic Training Administrative Assistant. Students must fill out a request to copy form signed by the class instructor or by their advisor.

10.15 Telephones

- a. A campus phone is available for use in the lobby of the main floor in Shingleton Hall. Students are not permitted to use telephones in the clerical support office or faculty offices unless given permission to do so.
- b. Cell phones are to be turned off in the classroom, lab and clinical field experience. Please refer to individual course syllabi for possible grade reductions for not adhering to this policy. In the event that a student needs to be accessible due to some type of personal crisis, the student's contact information should be left with the program administrative assistant or a designated person in the clinical field rotation setting so that you can be reached without having to have a cell phone disrupt the classroom or the clinical environment.

10.16 Use of Shingleton Hall Facilities

Shingleton Hall is open to faculty and students from 7:00AM to 11:00PM. The Shingleton Hall Athletic Training Room hours are posted on the athletic training room door.

Students may use the athletic training room to practice proficiencies learned in class during designated times given by the respective course instructors.

Students may practice athletic training duties on athletes in the athletic training room only when under the direct supervision of an Approved Clinical Instructor (ACI).

10.17 Use of the Aiken's Field House

The field house is open to faculty and students from 7:00AM to 11:00PM. The Quarles Athletic Training Room hours are posted on the athletic training room door.

Students may use the athletic training room to practice proficiencies learned in class during designated times given by the respective course instructors.

Students may practice athletic training duties on athletes in the athletic training room only when under the direct supervision of an Approved Clinical Instructor (ACI).

10.18 Use of Cork Street Facilities

The Cork Street Facility will be utilized during the first and second summers of the curriculum for anatomy instruction. Information on what to wear in the anatomy laboratory can be found in section 10.7 of this manual.

11.0 GENERAL INFORMATION

11.1 Advisors

Students will be assigned an advisor for their duration in the Division of Athletic Training. Assignments will be announced during student orientation. Any requests for change of advisor, either by the student or the advisor, needs to be approved by the Program Director.

Students are required to meet in person or communicate by way of electronic mail at least two times a semester with their advisor. Students are encouraged to meet more frequently if there are potential academic problems.

The Program Director will meet with each class one time per semester or as needed. Class officers may request a faculty meeting time to discuss issues or concerns as necessary.

11.2 Faculty/Staff Information

Primary classroom faculty will be the “academics” i.e. they will be responsible for teaching, research and student athlete/patient care. While teaching is the primary focus of the faculty, there are other major duties and responsibilities of which students need to be aware. The scope of responsibilities includes classroom, laboratory and clinical teaching, research, athlete/patient care, public service, professional development, scholarship, service to the Division of Athletic Training and to the University through activities such as academic advising and committee work and service to the athletic training professional associations. Division of Athletic Training faculty have the following additional roles:

Program Director: The Program Director shall be responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the athletic training education program.

Academic Coordinator of Clinical Education (ACCE): The Academic Coordinator of Clinical Education is responsible for organizing and administrating all aspects of the athletic training student clinical field experience courses in collaboration with the Program Director and program faculty.. The ACCE will work directly with the Division administrative assistant regarding record keeping for the students including clinical affiliation contracts, student health records, student insurance information, and documentation of current CPR, First Aid, HIPAA, and OSHA training.

Associate Director of Clinical Education (ADCE): The ADCE assists the ACCE with clinical field experience student visits, ACI training sessions, and with maintaining the filing system for all contracted sites.

Clinical Instructor of Education (CIE): The program CIE(s) have received training at a BOC seminar to hold this position. CIE(s) are responsible for offering the required training seminars for all certified athletic trainers who will be serving as Approved Clinical Instructors for the SU Masters of Science in Athletic Training program.

Approved Clinical Instructors (ACI): An ACI is a faculty, staff, or adjunct member of Shenandoah University or affiliates who provides formal instruction and/or evaluation of students in the clinical proficiencies of the athletic educational program. The ACIs for this curriculum must complete BOC approved training from an SU CIE in order to perform this role.

Division of Athletic Training Administrative Assistant: Karen Gross, KGross@SU.edu, 540-545-7385

Current List of Core Faculty

Rose Schmiege, DHSc, ATC, PT, OCS, CSCS, Associate Professor, Program Director Divisions of Athletic Training and Physical Therapy. Office Phone 665-5534 and 665-4773. Fax 540-545-7387

Sheri Hale, PhD, ATC, PT, Associate Professor, Division of Athletic Training and Physical Therapy. Office Phone 540-545-7240

John Hunt, PT, DPT, ATC, CSCS, Assistant Professor, Academic Coordinator of Clinical Education.
Office Phone 540-545-7376

Denise Massie, PT, DPT, ATC, Assistant Professor. Office Phone 540-535-3529

11.3 SU Athletic Training Services Policies and Procedures

Due to the various policies and procedures that are specific to the daily operations of the athletic training room, a specific manual has been developed to provide this information.

All Division of Athletic Training students have access to this manual on Blackboard and an in-service on it is given by the student's on-campus ACI prior to initiating clinical experiences in the Shingleton Hall and Quarles athletic training rooms.

Students are to inquire about these types of manuals and receive in-service training when receiving clinical education off campus. In the event that the student finds that a clinical policy and procedure manual does not exist at an off-campus clinical education site, he or she should contact the SU ACCE with this information so that proper action may be implemented.

11.4 Inclement Weather Policy

i. Classes will operate as scheduled under the University inclement weather policy (refer to your Shenandoah University Student Handbook for this policy). The following is in accordance with that policy and is augmented to clarify specific situations for MSAT students. When SU is open, Division of Athletic Training classes will be held at their scheduled times. Classes will be cancelled because of snow or inclement weather only in exceptional circumstances, i.e., when travel is dangerous or impossible.

The Senior Vice President of Academic Affairs will make decisions concerning overall cancellation of classes for the University for Academic Programs or, in his/her absence, the Vice President for Administration and Finance. If the University is closed due to inclement weather, AT classes will be cancelled. This information will be broadcast on WINC radio, WVAI/WUSQ radio, posted on the SU webpage, www.su.edu and cable television Channel 6. Every effort will be made to have this information available for announcement by 6:30 AM. In the event that it is deemed advisable to open the university on a delayed basis, classes scheduled before the announced hour of opening will be considered cancelled for that day. All work in such cases can be made up late as long as faculty members are promptly notified and the work is completed in a timely fashion.

Faculty members are to make every effort to meet classes as scheduled. In the event that travel for individual faculty members is impossible or dangerous, the faculty member should notify the Program Director of the Division of AT. The Director will activate a phone-tree for each AT class. (The phone-tree will be available by the end of the first full week of classes each fall and spring.)

ii. Clinical Field Experiences for AT students will operate as follows:

As a rule, clinical field experiences are not cancelled because of inclement weather. Shenandoah University Athletics allows for individual team coaches to make the decision

whether a team will hold practice on a day of inclement weather. The determination of whether games will be played on a day with inclement weather is determined by the Athletics Director.

Athletic training students should make contact with their assigned ACI on a day of inclement weather to determine if practice and games are going to occur.

Clinical field experiences off-site will have their own respective inclement weather policies. The student should contact their ACI or clinical supervisor at the off-site facility to determine whether the facility is open.

Note that the focus of the Division of AT and of the AT profession is patient care and the fiduciary relationship between the athletic trainer and the athlete/patient. Even when Shenandoah University is closed and classes are cancelled, students are expected to attend Clinical Field Experiences, unless conditions between their domicile and their clinical education site make transportation unsafe or impossible.

11.5 Mail Boxes

Each incoming class has a mailbox located within the main office of the Division of Athletic Training. The class President, Vice-President, and Secretary may have access to the class mailbox to collect or distribute interoffice mail.

11.6 Student Addresses and Identification

It is every student's responsibility to keep his/her address current with the Registrar's Office and the Division of AT Office.

Students should note that local and permanent addresses and telephone numbers will be distributed among all those who are currently enrolled in their class. Those who are not enrolled in their class, but are students in the SU Division of Athletic Training may also obtain address related information from the Division Office on an "as needed" basis. If this presents individual problems, please contact the Division Office in order to request that your address and telephone number not be released.

11.7 Email and SU Information Technology Policy Statement

Once enrolled in the MSAT program and given a SU ID number, students are given an SU email account. The faculty utilizes email as a primary means of communicating messages to students. It is highly recommended that students log onto their emails account daily to see if they have received class or general program information.

Students are required to be ethical and responsible users of Shenandoah's computing network. Please refer to the **SU Information Technology Policy Statement** at: <http://www.su.edu/student-handbook-10-11.pdf>

11.8 Parking on main campus and at Cork Street Facility

When using the Cork Street facility, students are permitted to park **only** in lot #1 (directly across Stewart Street) between 8 AM and 5 PM on a first-come, first-served basis. If this lot is full, you must use the overflow lot #3 or on-street parking. Do not park in unauthorized lots or your automobiles will be towed at your expense. There are no parking restrictions between 5 PM and 8 AM.

For parking at the Cork Street Facility, AT students will be issued a specially coded WMC parking sticker and must park in the parking lot designated for student parking.

All students are required to have a University hang tag to park at University facilities. This tag is purchased from the University's Business Office.

11.9 Security

The following phone numbers are used for emergencies on campus:

SU main security office: 545-7338
Security Cell: 540-678-4444

Cork Street Security can be reached by pager (536-1987, pager 536-9574), or cell phone (536-5456). For a life-threatening emergency, fire or other extreme emergency call - 536-8000.

The phone number for the computer lab is: 665-5536.

The Emergency Alert System is a partnership between Shenandoah University and America Online (AOL) to provide the campus community with emergency notifications by e-mail as well as text or instant message. All Shenandoah University students, faculty, staff and parents are invited and encouraged to sign up and participate. The free service is intended to quickly notify the campus community with important safety information in the event of an emergency. Since sign up is voluntary, users retain control of the devices they wish to receive alerts on and can activate, change or deactivate them at any time. To sign up for this service, visit the Emergency Alert System's link at: <https://bbd.su.edu/webapps/portal/frameset.jsp>.

11.10 Fire Emergency Procedures

Upon recognition of a fire emergency within the building, activate the building fire alarm system by use of a manual fire alarm pull station. The fire alarm is automatically transmitted to the Winchester City Fire and Rescue Department Communication Center. Upon activation of the fire alarm system, the Winchester City Fire Department will initiate response to the facility.

Evacuation of Shingleton Hall and the Athletics Center should occur immediately following the sound of the fire alarm.

11.11 Medical Emergency Procedures

Classroom and laboratory setting: All students/faculty will be certified in cardiopulmonary resuscitation (CPR) and foreign body airway obstruction (FBAO) for adults, infant and child CPR, and AED training. In the event that a person should suffer a medical emergency of any sort requiring outside assistance, one student/faculty member will take charge of the situation and remain with the patient at all times. The person in charge will direct others as available to initiate contact with Emergency Services by calling **9-911**, and assist with moving the patient to a safe location if necessary. The person in charge will monitor the patient's vital signs, until the EMT's arrive. If the patient goes into either respiratory or cardiac arrest, the person in charge will assess and direct the start of CPR to be continued until the EMT's arrive and can take over. The athletic training rooms will have a blood pressure cuff, stethoscope, protective airways and speaker phone with an outside line and emergency number sticker attached.

Athletics Coverage: The medical emergency procedures for athletics coverage by Approved Clinical Instructors and athletic training students of Shenandoah University is described in the SU Athletic Training Policies and Procedures manual. Please refer to it for this information.

11.12 Accidents (Injuries & Illnesses)

Any injury to a Shenandoah University student requiring medical attention must be reported to the Wilkin's Wellness Center within 48 hours of the occurrence or the first day of classes following the injury. All coaches, theatre managers, advisors to student groups, students or any faculty/ staff responsible for students must report any injury to the Wilkins's Wellness Center within 48 hours if the school insurance is to be submitted for determination of coverage.

Within that 48 hour period after the accident, the student or someone designated by the student should come to the center and fill out a claim form. The center personnel will assist the student in claiming for insurance coverage. The claim should first be submitted to the student's primary insurance carrier. When the student has received the Explanation of Benefits from the primary insurance carrier, the center will submit the remaining charges to the school insurance company for determination of coverage. See insurance section for payment policy.

Part-time students who receive injuries should also report them to the Wellness Center within 48 hours of the incident and the center will assist them in claims through their insurance company.

11.13 Disabilities

Students are to read and sign the Guidelines for Technical Standards for Entry-Level Athletic Training Education at the time of admission. This form is returned to the Program Director and will be kept in the student's personal file in the Division main office.

The Shenandoah University Student Academic Support Center will evaluate a student who states s/he could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

11.14 Discrimination

Shenandoah University's Division of Athletic Training curriculum does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation or disability (in compliance with the American with Disabilities Act) with respect to employment or admissions or in conjunction with its programs and activities. Inquiries or requests for reasonable accommodation should be brought forth to the Division Program Director who in turn will contact the Shenandoah University Academic Success Center at 540-665-4928.

11.15 Sexual Harassment Policy

<http://www.su.edu/student-handbook-10-11.pdf>

See Shenandoah University Student Handbook

11.16 Alcohol and Other Drug Policies

<http://www.su.edu/student-handbook-10-11.pdf>

See Shenandoah University Student Handbook

11.17 Legal Issues and the Family Education Rights and Privacy Act

<http://www.su.edu/student-handbook-10-11.pdf>

See Shenandoah University Student Handbook

11.18 Confidentiality of Student Athlete/Patient Records

All student athlete/patient records are to be kept confidential. Medical records utilized for research projects, clinical demonstrations or patient treatment labs are obtained with written consent of the student athlete/patient. No written references to patients (including paper, electronic communication, and audiovisual displays) may include the student athlete/patient's last name or identifying information. All information regarding patients is held in strict confidentiality and may not be discussed out of the classroom or clinical field experience setting.

The Human Subjects Review Board of Shenandoah University approves all research projects and all research subjects sign an informed consent form prior to entering into any study. All medical records and consent forms procured or produced by students or faculty and which include identifying information for research are maintained in a secured location in the Division of Athletic Training main office.

HIPAA and Patient Confidentiality

Federal regulations under the Health Insurance Portability and Accountability Act (HIPAA) include provisions designed to protect the privacy of patient information. These regulations are commonly known as the Privacy and Security Rules. The compliance date for the Privacy Rule occurred on April 14, 2003. The Security Rules were finalized in February 2003. Hospitals and other healthcare providers must be in full compliance by February 2005.

Confidential patient information means information that identifies the patient, relates to the patient's diagnosis or condition, the patient's care, treatment or other services provided to the patient, or the patient's billing and payment information. Examples of confidential information include the following:

- Name, address, phone number, fax number, e-mail address
- Occupation, age or date of birth, place of birth, date/time of death
- Social security number, driver's license number, license plate number, professional license number
- Medical record number, account number, health plan number
- Photographs, fingerprints, voiceprints
- A description of distinguishing physical characteristics, including height, weight, gender, race, hair and eye color, presence or absence of facial hair (beard or moustache), scars, and tattoos
- Diagnosis and HCPCS codes, narrative diagnosis, signs and symptoms, description of procedures
- History & physical, discharge summary, physician orders/prescriptions, clinical notes
- Test results, imaging results (e.g., X-Ray, MRI, PET Scan, CT)
- Web Universal Resource Locator (URL), Internet Protocol (IP) address number
- Any other unique identifying number, characteristic, or code

The HIPAA Privacy and Security rules affect all healthcare providers. There are a few simple rules that can help ensure that we protect our patients' right to privacy.

- You should only access or use patient information if you have a need to know this information to do your job, and you should only disclose this information to your co-workers or classmates if they have a need to know this information to do their jobs.

- “ You may share patient information with other healthcare providers inside and outside the patient's healthcare system who are also involved in the care of the patient, unless the patient has objected to these disclosures.
- “ If you are caring for a patient, you may communicate with the patient’s family and friends who are involved in caring for the patient about the patient’s condition or treatment, unless the patient has objected to these disclosures.
- “ You cannot disclose patient information to your family, friends, neighbors or acquaintances. You should always take care to secure the patient information that has been entrusted to you. For example:
 - “ Not sharing your computer or pixis passwords or security codes.
 - “ Logging out or password protecting your computer screen when you leave your workstation.
 - “ Locking paper records in a file cabinet or desk drawer when you leave your work area.
 - “ Disposing of confidential waste in accordance with your facility’s waste disposal policy or shredding the documents if you have access to a shredder.
 - “ Verifying fax numbers before you hit the “Send” button.

Enforcement of HIPAA

Persons violating patient confidentiality practices may be subject to civil and criminal liability under applicable law.

11.19 Counseling Services

Some students may experience higher levels of stress due to the demands of the professional education process. Also, some students may find that their previously successful methods of studying may need improvement in view of these increased demands. Students are encouraged to share their concerns with their faculty and advisors. In addition to advisors, counseling services are available to meet the personal, health, social, vocational and educational needs of students. Since these counselors have provided invaluable help for many students, the faculty supports **early intervention**. Further information on counseling services can be obtained from advisors, any faculty member, Student Health Service or the University Student Handbook.

Contact Wilkins Wellness Center at (540) 665-4530 or http://www.su.edu/student_life/CF7D96DF88CE4681B8D5B04C2B4D1674.asp.

11.20 Clinical Field Experiences

i. Legal Limitations on Clinical Activities

Students should recognize the serious nature of and potential liability involved with clinical education. Student Athletes/Patients being treated by a student in a clinical facility have the right to know the level of training of the person administering treatment, the right to receive the same standard of care as provided by a certified athletic trainer, and the right to refuse treatment administered by any health care provider. The assigned ACI or Clinical Supervisor is responsible for the care given student athletes/patients and must, therefore, guide and directly supervise a student’s activities.

The University has developed a number of procedures to minimize the risks. These include stating the objectives for each Clinical Field Experience in the respective course syllabi. The Division of Athletic Training offers BOC-approved Approved Clinical Instructor training seminars for the certified athletic trainers who work at affiliated clinical sites. An affiliation

agreement, signed by the University, the Division, and the clinical facility, further clarifies the duties and responsibilities of each party in regard to student clinical education.

ii. General Rules for Clinical Field Experiences

Professionalism/Foundational Behaviors

It is a privilege to be allowed into a clinical facility. As a student within the Shenandoah University Division of Athletic Training, you are expected to engage in appropriate professional behavior at all times throughout the program. These behaviors serve as a foundation for how we, as health care professionals, should conduct ourselves to best represent ourselves, our program, Shenandoah University and the health care profession of Athletic Training. It is through these foundational behaviors that students build positive professional relationships with all members of the sports medicine team. Such professional relationships are vital to athletic training students as they attempt to build a strong network of professionals to provide assistance to them in the future. These foundational behaviors also assist in shaping the athletic training students professional development with an end goal of a competent health care professional who is a model of professionalism by the way he/she conducts him/herself on a daily basis. Following are the Professionalism/Foundational Behaviors that each athletic training student must adhere to at **ALL** times during their time in the SU ATEP.

1. Student promotes the SU Athletic Training Education Program through his/her actions
2. Student promotes the athletic training profession through his/her actions
3. Student follows policies and procedures established by the clinical site
4. Student understands his/her professional role, including limitations, as an athletic training student (ATS)
5. Student acts accordingly to his/her professional code of ethics and standards of care
6. Student engages in appropriate interpersonal relationships with student athletes
7. Student engages in appropriate interpersonal relationships with athletic training and coaching staff
8. Student demonstrates respect for student athletes
9. Student demonstrates respect for athletic training staff
10. Student demonstrates respect for coaching staff
11. Student actively seeks new learning opportunities to further his/her professional growth
12. Student works well with all members of the sports medicine team
13. Student conducts him/herself well during stressful situations
14. Student is punctual every day
15. Student accepts new responsibility enthusiastically
16. Student maintains professional appearance
17. Student responds well to constructive feedback
18. Student deals with conflict in a mature/professional manner
19. Student discusses conflict with ACI at appropriate time and place
20. Student conducts him/herself in a professional manner that serves as a positive example to others

*****Students must adhere to the above Foundational Behaviors at all times. Failure to do so may result in removal from the clinic and Failure of the clinical course. There are instances in the clinical setting that a ZERO tolerance policy will apply, and a failing grade will be recorded following the first violation.**

If a student is in violation of one of the above Foundational Behaviors, and it is not considered severe enough to result in course failure, the following will occur.

First Violation: The student will be dismissed from the clinic that day and suspended the following day. The student may be given the opportunity to make up the lost hours later, however the final course grade will be reduced by one full letter grade.

Second Violation: The student will be suspended from the clinic for a time determined by the ACCE and program director and will have to make up the lost hours before the end of the semester. In addition, the final

course grade will be reduced by two full letter grades. This could result in course failure if it occurs at a time in the semester when hours are unable to be made up.

Third Violation: The student will be removed from the clinical site and will receive a failing grade for the clinical field experience course.

IF FOR ANY REASON THE STUDENT IS REMOVED FROM THE CLINICAL SITE AT THE REQUEST OF THE ACI OR ADMINISTRATION AT THE CLINICAL SITE DUE TO FAILURE TO COMPLY WITH FOUNDATIONAL BEHAVIORS OR POLICIES OF THE CLINICAL SITE, HE OR SHE MAY FAIL THE COURSE.

Whenever students are attending Clinical Field Experiences, certain rules are to be followed:

a. Direct Supervision: According to the CAATE Section J1.1), “The (clinical) instructor shall be physically present in order to intervene on behalf of the individual being treated.” Also, Section J1.2 states that the ACI or CI must consistently and physically interact with the athletic training student at the site of the clinical field experience. The ACI is responsible for providing direct supervision of the athletic training student during evaluation of the clinical proficiencies. This mandate requires that an ATC, either the ACI or the CI, be physically present daily to educate and supervise the students. Furthermore, current Virginia athletic training practice law mandates that all persons practicing athletic training must be licensed by the Virginia Board of Medicine. Under this law, athletic training students may only practice athletic training skills when directly supervised by a state-licensed athletic trainer. When an SU ATEP ATS is assigned to a clinical field experience in a state other than Virginia, he/she must comply with the respective state’s regulations on athletic training practice.

Time spent without direct supervision by an ACI/CI will not count towards the minimum number of clinical experience hours students must accumulate each week. Furthermore, time spent without direct supervision by an ACI/CI does not constitute clinical education. It is incumbent on both the student and the ACI/CI to comply with the direct supervision mandate as well as the Virginia athletic training regulations. To that end, if a student is not being directly supervised during the clinical field experience, the student should leave the clinical field experience immediately and contact the ACCE. For example, if the ACI or CI is absent from the clinical field experience without communicating with the student, the student should leave clinic and contact the ACCE.

b. Courtesy and Respect, professionalism, dating athletes/coaching staff members: The student will behave in a manner that communicates courtesy, respect and professionalism to student athletes, patients, clinical staff, coaches, parents and all other health care professionals. In truth, everyone deserves to be treated with courtesy and respect.

Athletic Training students dating athletes/members of the coaching staff can lead to very compromising situations and therefore is highly discouraged. If, however, a situation arises where an athletic training student is dating an athlete or coaching staff member, this relationship cannot become evident in the athletic training room. The student needs to present this situation to the Program Director and ACCE so that the student can be re-assigned to a clinic setting where there will not be a conflict of interest.

c. Privacy Act: Information contained within a patient's medical record is strictly confidential and may not be released to anyone without written permission from the patient. See 11.18

d. Physical Exam: Students must have a physical examination by a physician and submit a Shenandoah University Health Form, which includes basic immunizations including Tetanus/diphtheria, MMR, proof of chicken pox or have the vaccine, PPD, meningitis, Hepatitis B and polio to the Wilkins Wellness Center before attending formal classes and clinical field experiences. Students who have completed this process and who are not cleared by the Wilkins Wellness Center Staff will not be allowed to attend clinical field experiences.

e. CPR/First Aid/OSHA Certification: Each student must be currently certified in BLS for Health Professionals (including AED training) from the American Heart Association (AHA). OSHA training is also mandatory and must be kept up to date and on file. Times and locations will be posted. Documentation must be filed with the ACCE prior to attending Clinical Field Experience courses and certification must be maintained and documented throughout the student's time in the Program. The student is encouraged to maintain personal copies of this documentation.

f. Professional Liability (malpractice) Insurance: This coverage is mandatory for all students and is provided by the Division. The athletic training student is only covered by the professional liability insurance while performing athletic training duties under the direct supervision of an ACI and/or CS. Athletic training students acting in the role of first responder (e.g. when the ACI or CS is not present) are not covered by this insurance. Students providing first responder services can be held liable for performing the duties of an athletic trainer.

g. Orientation to the Program: Spend the time to get oriented to each clinical environment. Discuss the clinic's operating style with your ACI and learn peoples' names. Review Policy and Procedures Manuals. It is the student's responsibility to be familiar with the clinic's rules and regulations. Ignorance of rules and regulations will not be accepted as an excuse. If the clinic does not have a dress code, follow those for the SU Masters of Science in Athletic Training program in this Handbook unless directed otherwise by your ACI.

h. Clinical Proficiencies Booklet/management: Students are expected to be proactive in working toward completion of their Clinical Proficiency Booklets (Level I, II, and III). The student is responsible for keeping the booklet in safe keeping and keeping up with having the proficiencies checked off. Specific guidelines for proficiency completion is provided in each clinical field experience course syllabus.

i. Dismissal from the Clinic: If a student is requested to leave for any reason, the student will do so without comment. The Program Director, ACCE, ACI or clinical supervisor, and the student will then discuss reasons and concerns until all parties understand the decision and any further actions are identified.

j. Use of Free Time: Occasionally, students may have unscheduled time during their clinical experiences. Some suggestions for the use of free time include: working on clinical proficiency check offs, working on progress note writing; reading progress notes of other athletic trainers; observation of other available clinical services; reading professional journals; reviewing or studying coursework; and offering to help other members of the clinical setting with miscellaneous tasks. The student is expected to be in attendance at the assigned clinical site unless directed or given permission to leave by his/her ACI or Clinical Supervisor.

k. Use of telephones: Request permission from the ACI or Clinical Supervisor before using the telephone, even for patient-related calls. Be aware that some clinics require their staff to use pay

phones for any non-business calls. Keep cell phones off or on vibrate if permitted while in clinic.

l. Emergencies: Emergency situations will be handled as they arise according to the emergency procedures of the facility. It is important to communicate back to the ACCE or faculty in order to minimize potential misunderstandings.

m. Conflict resolution: There may be times in which students and their ACIs or Clinical Supervisors may experience conflict. In the event of a conflict, the student must first bring the issue to the attention of the ACI or Clinical Supervisor -- or vice versa -- and attempt to resolve the issue at that point. The ACCE, faculty advisor or other faculty members may be contacted by the student, ACI, or Clinical Supervisor to assist in conflict resolution.

n. Record Keeping: All records (i.e., progress notes and summaries, evaluations, diaries, injury data, class assignments) assigned to the student must be completed by the end of the clinical experience. The student will receive an incomplete grade if all paperwork is not returned in a timely manner. This may result in the student not being allowed to continue the succeeding semesters of clinical experiences, until all paperwork is completed and received by the Division.

o. Health Services: It is understood that students utilize health services offered by clinical sites, including emergency services, at their own expense.

p. Financial Relationships: Students will not be paid for participation in any Clinical Field Experiences. Any stipends, discounted or free services, meals, lodging, parking, etc. are provided at the discretion of the clinical site. Students who select to travel off campus for clinical field experiences will be responsible for securing and paying for lodging and meals.

q. Transportation: Students are expected to provide their own means of transportation to and from all clinical sites.

r. Preseason/holiday/postseason requirements: Athletic training students assigned to a sport with a preseason starting before classes start will be required to return to school at a date decided by the assigned ACI in collaboration with the ACCE. Postseason requirements will be handled in the same fashion. The ACI will also inform the student of obligations to attend team events scheduled on holidays.

11.21 Sports Participation and Athletic Training

Students enrolled in the Master of Science in Athletic Training curriculum are encouraged not to participate in intercollegiate sports as the student is required to attend 4-credit Clinical Field Experience courses each fall and spring of the program in order to fulfill the clinical education component of the curriculum. It is also seen as a conflict of interest to serve as both an athlete and an athletic training student simultaneously.

A student may request to participate in a sport for one season only during the first year of the graduate program. Permission must be granted by the Program Director and ACCE. Clinical Field Experience hours will be adjusted for this one season only to accommodate both the athletic and clinic schedule.

11.22 Outside Employment and Athletic Training

Outside employment combined with student athletic training responsibilities would be very difficult to accomplish effectively. Students should not engage in this type of activity if they are having academic difficulty. The student must realize that their number one commitment should be for academic and clinical achievement. It is recommended that the student schedule a meeting with his/her advisor before taking on outside employment opportunities.

11.23 Publications

Permission to publish: Students must obtain permission to publish **all manuscripts** from their research advisor. Other faculty members may be involved in the review of a manuscript prior to submission for publication.

Authorship: The student will need to fill out an Authorship Agreement Form for the Division of Athletic Training which will be signed by the appropriate persons involved. This form can be obtained from the program administrative assistant.

Record keeping: A complete final copy (hard and soft) of all materials relating to a project must be submitted by the principle investigator to the Division of AT research archives.

11.24 Criminal Background Form

All Health Professions students at Shenandoah University are required to sign a Criminal Background Form. This form will be mailed out in the student admission acceptance packet and will be collected at new student orientation.

A criminal background check (which may include fingerprinting) will be required of all students before being allowed to begin clinical placements. Some students also may be expected to submit to random drug testing required by clinical and school sites.

Students who enter programs and courses that involve training in settings identified by federal and state laws must authorize and submit to a criminal background check prior to entering the program, and may be required on an annual schedule after admission. These settings include, but are not limited to childcare agencies, elementary and secondary schools, hospitals, nursing homes, assisted living facilities, district homes for adults, adult day-care centers, and community service agencies. Federal and state laws, health care accreditation regulations, and requirements for professional practice require that employees have not committed certain felonies or misdemeanors. Students must meet the same requirements as employees who work in these healthcare and community settings.

Non-compliance with this policy means that faculty members may not be able to place a student in a clinical education site. In addition, a student may not be able to complete the requirements of the education program and may not be eligible for federal or state credentialing required for practice. Shenandoah University programs included in this policy are Athletic Training, Education, Music Therapy, Exercise Physiology, Nursing, Respiratory Care, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, and Service Learning. Faculty members, who work with students and special populations in clinical and education sites, in most circumstances will be required to meet the same requirements as employees in those sites.

Shenandoah University students complete the criminal background screen provided by One Source Screening.com. The cost of the screening is approximately 50.00 and must be paid by the student. The student must set up the testing during the summer, prior to beginning the first clinical field experience.

One Source Screening.com

12 North Braddock Street

Winchester, VA 22601

Phone: (540) 450-2250

11.25 Student Records/Reference Requests

A. Information except directory information or that required by law is released without permission of the student. For students in the Division of Athletic Training, directory information is defined as name, address, telephone number, previous institution(s) attended, major field of study, degree(s) conferred, and dates of attendance. Directory information will not normally be released unless a written request is filed with the Division of Athletic Training main office. Student's consent for release of directory information is assumed unless a written request is filed. Information other than directory information will not be released to external agencies or individuals without the express written permission of the student (or graduate). The record release form used by the Division of Athletic Training can be obtained in the main office.

B. Access to Records. Students have the right to review their academic record. The Office of the Registrar maintains the student's permanent record and requests to view the individual's record must be made to the Office of the Registrar. The Division of Athletic Training maintains a non-permanent record. Students have the right to access their program files except documents where access has been waived (e.g. recommendation forms). The Division maintains the right to restrict access under direct supervision to certain documents that may have potential for compromising examination security. The Division also maintains the right to charge a reasonable fee for duplication and/or postage if this service is requested. To access the non-permanent record, the student (or graduate) must complete the Request to View Academic Record form (see Appendix A) and file it with the Athletic Training Administrative Assistant. Normally, requests will be honored within 24 (regular workday) hours after receipt of the request.

C. Because student records are to remain confidential, records will not be released by any member of the Division of Athletic Training without written permission. Students or graduates requesting reference letters, etc. must complete the records release form found on the alumni page of the Athletic Training Program's web site (www.su.edu/at).

Appendix A

SHENANDOAH UNIVERSITY
Division of Athletic Training

I _____ (print name) request to review my records as a student in the SU MSAT program. I understand that I may review my record within the Division facilities, but I may not remove any documents from the record.

Procedure:

- Submit this request to the Program Director.
- You will be notified by email of your appointment to review your record by the Program Administrative Assistant. He/She will make the record available to you to review in a secure location.
- Return the record to the Administrative Assistant.
- In order to review some examination documents, a faculty member may need to be present.

Student Signature Date

Program Director Signature Date

Date request received: _____

Date to review the record: _____

Time of appointment: _____

APPENDIX 1

SHENANDOAH UNIVERSITY
DIVISION OF ATHLETIC TRAINING
ATEP POLICY AND PROCEDURE MANUAL SIGNATURE PAGE
(must be completed and returned to your advisor by the second week of classes)

Name (printed): _____

1. I have read, understand and agree to abide by the policies outlined in the **Health Professions Student Handbook: Athletic Training Edition** and the **Shenandoah University Student Handbook**.

Signature: _____ Date: _____

2. I have read, understand and agree to abide by the provisions of the **Honor Code** outlined in the **Shenandoah University Student Handbook**.

Signature: _____ Date: _____

3. I have read, understand and signed the Guidelines for Technical Standards for Entry-Level Athletic Training Education.

Signature: _____ Date: _____

4. I have read, understand and agree to follow the conditions listed in the SU Information Technology Policy Statement.

Signature: _____ Date: _____

5. The Division of Athletic Training faculty has permission to discuss my performance and other relevant information, with other University faculty and appropriate personnel, should the need arise.

Signature: _____ Date: _____

6. The Division of Athletic Training faculty has permission to provide verbal or written references on my behalf.

Signature: _____ Date: _____

7. The goal of athletic training education is to produce athletic trainers who pass the BOC examination as well as fulfill respective state certifications/licensure. State licensure rules must be adhered to. Please make sure that there would be nothing that would preclude you from reaching this goal in the state that you wish to practice in.

Signature: _____ Date: _____

8. I have read and signed the Shenandoah University Health Professions Criminal Background Form

Signature: _____ Date: _____