General Disclaimer

The Athletic Training Program is a dynamic program that is constantly reassessing itself to provide the best educational experiences for students enrolled in the Program. Consequently, on a yearly basis this handbook is revised. Revisions will be notated below, and the revised handbook will be applicable to all students in the Program, regardless of admissions date.

Yearly Revisions:
* The 2021-2022 academic year is the first year of the Graduate Athletic Training program, therefore the first year of implementation for this handbook.
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Nondiscrimination Statement

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries about this policy may be directed to the Director of Human Resources at 600 Tyler Avenue. Telephone: voice (540) 831-5008; hearing impaired (540) 831-5128. Student inquiries may be directed to the Office of the Dean of Students in Heth Hall; (540) 831-5321.

The university has adopted policies to provide for prompt and equitable resolution of discrimination complaints. The Discrimination Complaint Procedure describes the grievance procedure for individuals who have experienced discrimination. The Sexual Harassment Policy further defines sex discrimination by including examples of sexual harassment and a statement concerning consensual relationships between university employees and students. The Accommodation Procedure for Individuals with Disabilities confirms the university's commitment to providing accessibility to its programs, services and activities for individuals with disabilities who are otherwise qualified and entitled to a reasonable accommodation.

Only acts of discrimination committed by university employees in connection with their university employment may be reviewed through Human Resource policies and procedures. The term "employee" refers to any faculty, staff or graduate student employee. Individuals who believe they may have experienced discrimination, but are uncertain as to whether a complaint is justified or whether they wish to initiate a formal complaint may discuss their concerns confidentially and informally with a staff member in Human Resources. All other cases, in which the alleged violation is committed by a student, are adjudicated by the university's student conduct system.

Students may also consult a staff member at the Counseling Center, the Multicultural & International Student Services Office or the Office of the Dean of Students. Staff members will assist students by providing support and options for how they might resolve a concern.

Copies of the complete policy statements including procedures for resolving complaints are available in the Office of the Dean of Students and the Department of Human Resources.
Purpose of the Master of Athletic Training Handbook & Policies

This handbook is intended to assist Master of Athletic Training Students in navigating the Program. This handbook is not intended to trick or surprise students. It was the intention that this handbook cover as much of the MSAT Program details, policies, and procedures as possible but there may be items or subjects that are not addressed. If you cannot find information on the question you have or you would like further explanation of a policy or procedure, please contact the Director or the Clinical Education Coordinator of the MSAT Program. Both general and specific program information is included, along with student expectations and consequences for not maintaining said expectations. The MSAT Program faculty’s goal is for all students enrolled in the Program to successfully obtain their graduate degree in Athletic Training and to become contributing members of society and the Athletic Training Profession. If there is any way the faculty can assist students in achieving this goal, please let us know. Acknowledgement and acceptance of the Master of Athletic Training Handbook and Policies can be found in Appendix __.

Contact Information for MSAT Program Faculty

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Sarah B. Rabe, EdD, LAT, ATC
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Email: srabe@radford.edu

Clinical Education Coordinator, Master of Science Athletic Training Program
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Office: (540) 831-6218
Email: mbmoore@radford.edu

Faculty, Master of Science Athletic Training Program
Angela Mickle, PhD, LAT, ATC
Office: (540) 831-5330
Email: ammickle@radford.edu
Section I: Programmatic Overview

Program Philosophy

The Radford University Athletic Training Program (ATP) believes

1. Athletic Training education requires the active participation of the student, the certified preceptor, the faculty, staff, and medical specialists involved in the ATP.
2. Students must demonstrate commitment to both the academic and clinical experiences required to develop the necessary cognitive, psychomotor, and affective skills needed to succeed as an allied healthcare professional in a variety of Athletic Training practice settings.
3. The ATP has the duty to promote the profession of Athletic Training in the City of Radford, surrounding communities, and Southwestern Virginia.

Program Mission

The mission of the Athletic Training Program at Radford University is to provide students with the educational opportunities necessary to become certified members of the athletic training profession.

The program will provide students with the skills necessary to assess, provide initial treatment, and rehabilitate injuries that occur to physically active populations in a variety of practice areas. The program will not only enhance the preparation of future professionals but will do so with the intention of facilitating the growth of the athletic training profession in Radford, the surrounding communities, and the Commonwealth of Virginia.

Program Goals & Outcomes

The Athletic Training Program Strives to

1. Provide the opportunity to become proficient in psychomotor skill & clinical proficiencies
2. Provide quality instruction with state-of-the-art resources and technology as well as participating allied health professionals
3. Provide experiences that encourage critical thinking and problem solving
4. Promote professionalism through student membership in state, district, and national athletic training organizations
5. Provide students with diverse field experiences that will prepare them for current employment trends in athletic training
6. Prepare students to pass the BOC examination
7. Aid students in obtaining employment or admission into graduate school upon graduation

Student Goals & Outcomes

Admissions

The ATP strives to provide an Athletic Training education to local, regional, state, and nationwide students. Admissions to the ATP is based on a variety of requirements centered on producing well-rounded Athletic Trainers.

Admissions Policy & Criteria

Admission into the ATP is competitive and limited to 16 students per cohort. In order to be considered for admission, students must have:

- Obtained admissions to Radford University’s Graduate School
· Minimum bachelor’s cumulative GPA of a 3.0 or greater on a 4.0 scale
· **Official GRE scores** (must be within the last five years) of at least 150 verbal and 144 quantitative (minimum combined score of 294).
· Three letters of recommendation (preferably from a supervising certified athletic trainer, supervising health professional, employer, or professor).
· In addition, students are required to have taken and achieved the following grades:

  A grade of a B- or better and the total number of credit hours for the following courses:
  - Anatomy and Physiology 8 credits*
  - Biomechanics or Kinesiology 3 credits
  - Exercise Physiology 3 credits
  - Nutrition 3 credits

  A grade of a C or better for the following courses:
  - General Biology 4 credits*
  - Chemistry 4 credits*
  - Physics I 4 credits*
  - Introduction to Psychology 3 credits*
  - Math (algebra or above) 3 credits
  - Statistics 3 credits

  12 credits from the following selection of courses **with a grade of C or better**:
  - Chemistry II 4 credits
  - Human Growth and Development 3 credits
  - Introduction to Athletic Training 3 credits
  - Strength and Conditioning 3 credits
  - Ethics 3 credits
  - Measurement and Evaluation 3 credits
  - Research Methods 3 credits
  - Upper Division Psychology 3 credits
  - Upper Division Health 3 credits

  *CAATE Standard 54

· Students must supply proof of current vaccinations for:
  - Hepatitis B (3 vaccines)
  - MMR (mumps, measles, rubella; 2 vaccines or titer showing immunity)
  - TDaP (tetanus, diphtheria, and pertussis)
  - Meningitis
  - TB test (two step TB test, valid for 12 months)
  - Flu Shot (due Oct. 1, valid until the following March)

· Verification of a minimum 50 clock hours of observation with a certified athletic trainer documented on the standard reporting form (located in application packet) with signature approval from supervising ATC must be submitted.
· Complete an essay expressing their desire to become a certified athletic trainer.
· A signed Technical Standards for Athletic Training form (located in application packet)
· Participate in an interview (Zoom™ or similar) with the athletic training faculty.
Letter of Acceptance or Denial

A Letter of Acceptance will be sent via U.S.P.S. to students outlining acceptance terms and next steps. Attainment of admissions criteria does not guarantee admission to the MSAT Program. The Letter of Acceptance will also include the Acceptance of Program Admission Offer letter which the student is required to complete and mail back via the enclosed envelope. Failure to return Acceptance of Program Admission Offer letter by the stated postmark date may result in withdrawal of the Letter of Acceptance and the student may no longer be considered for admittance into the MSAT Program. Only students who have made it to the Program interview stage of admissions will receive a Letter of Acceptance or Denial. An example of the Letter of Acceptance or Denial and the Acceptance of Program Admission Offer letter can be found in Appendix __.

Transfer Information

Students may “transfer” into the ATP but transfer of course credit towards the MSAT degree is not permitted. The ATP requires a specific course sequence and standard alignment as a part of accreditation requirements and is not able to be modified. Students “transferring” into the ATP must complete all application and program requirements. There is no guarantee of acceptance into the program.

Expected Program Costs

Radford University identifies the costs of tuition and fees on an annual basis. In addition to the normal tuition, students in the ATP can anticipate the costs associated with the program may be higher than other graduate programs. In addition to the traditional costs for classroom supplies, students can anticipate additional approximate cost requirements:

1. All graduate application fee (non-refundable) $50
2. Seat acceptance Deposit (applied to student account) $500
3. Program course embedded fees (AT Tracking System/TK20 currently, Liability Insurance, Electronic Student Portfolio) $50
4. Parking permit (per year) $150
5. Portable video recording device $100
6. Expendable and non-expendable educational supplies such as athletic tape, stethoscopes, and other tools used in injury evaluation and treatment. $150
7. Textbooks $1500
8. Clothing for use in clinical experiences* $50-$200
9. Transportation cost (e.g., gas money for clinical assignments, this is highly dependent on clinical assignment, the ATP makes all attempts to minimize student travel) $150
10. Criminal Background Checks and Drug Testing (may incur cost yearly) $75
11. CPR & First Aid recertification cost every two years. $10
12. Professional Fees (Membership to NATA, yearly) $100
13. Travel and accommodations to professional conferences) $200
14. Clinical experience immunization requirement varies
15. Post Exposure Medical Costs (dependent upon insurance) varies
16. Board of Certification (BOC) Review Test Fees $35-$60
17. Board of Certification (BOC) Exam Costs $450
18. Graduation Regalia (dependent on purchase or rental options) varies
Courses start in May, with on campus living (or commuting) necessary beginning of June**. Students are responsible for on campus or local housing, transportation, food, and any other programmatic and/or course expenses. The ATP attempts to list all expected costs but there may be unexpected costs not listed.

*Program clothing requirements found under Clinical Experience Policies>dress code.

**Specific program reporting days vary by cohort and will be provided in Letter of Acceptance.

Criteria for Program Matriculation & Completion

Students of the MSAT Program are expected to make satisfactory academic progress, and possess the required academic ability, technical expertise, character, and professional demeanor. Students must meet the following requirements to progress in the program and/or graduate. Failure to meet programmatic requirements and maintain good standing in the MSAT, will result in removal from the MSAT Program.

- Successful completion of the required 60 hours of graduate coursework outlined in the curriculum plan.
- Maintain a cumulative GPA of 3.0 or greater throughout the duration of the MSAT program.
- Achieve a minimum grade of “C” (2.0) in all courses listed in the curriculum plan.
- Successful completion of all assigned clinical experiences and associated paperwork.
- Receive a passing grade of “C” on both program comprehensive examinations.
- Successful completion of all skill evaluations.
- Earn a “3” or better on all athletic training behaviors (including professional disposition and behavior) evaluated at the clinical site.
- Maintain current CPR certification through the American Heart Association or American Red Cross
- **Acknowledgment and continued demonstration of the BOC Standards of Professional Practice (v. 3.3, Appendix __)
- Submission of Student Led Research ???? for publication

Understanding of Course Sequence & Program Progression

The MSAT follows a specific course sequence, therefore, disruption of any kind to a student’s progression in the MSAT Program by way of course failure or incompletion will result in suspension or discontinuation of the student’s progress in the program and the student will not be granted continuation to the following semester and may be removed from the program. Upon disruption, a student may be offered a **Conditional Suspension of Progress** from the Program (Appendix __) which will allow re-entry into the Program upon successful completion of the terms of suspension. The suspension will last the duration of an academic year placing the student at the beginning of the semester (the following year) in which the student’s progress was discontinued. This disruption will result in delay of intended graduation by a year. The opportunity to repeat a course is not automatically granted and is considered on a per student basis. Failure or disruption of more than one course will result in removal from the MSAT Program and the student may or may not be considered for program readmission. Failure to meet the condition(s) of the suspension stated in the Conditional Suspension of Progress form by the terms and deadlines set will nullify the offer and result in dismissal from the MSAT Program. Not all students

Course Remediation
Appeal of Academic Grades and/or Decisions

The Student has the right to appeal any decisions made by the MSAT Program Director. If a student wishes to object to the decision of the Program Director, he or she must provide a written, reasoned objection to the Department Chair for Health and Human Performance within 5 working days of notification. The chair will set a date within 10 days to meet with the student and the Director of the MSAT Program. The chair will notify the student of a decision within 5 days of the previously stated meeting.

If the student wishes to appeal the department chair’s decision, the student may appeal to the department of Health and Human Performance’s personnel committee. The committee will decide if further appeal is warranted. If the committee decides that the student’s appeal has merit, the student will be informed immediately, and a meeting will be set with the committee within 10 working days. If the committee feels that the appeal lacks merit, the student will be notified, and this will end the appeal process.

If the case is reviewed by the committee, an appeal date will occur within ten class days following the decision to review the appeal. The committee may interview the student, Director of the MSAT Program, and others involved in this matter. If the committee decides to interview individuals, representatives of both sides of the appeal must be interviewed.

A written copy of the decision of the committee will be sent to the student within three days of the meeting to review the appeal. The decision of the personnel committee is final.

Program Academic Calendar

The MSAT program follows Radford University’s academic calendar for all recognized school closings. Program specific dates can be found in Appendix __. Students may be required to attend clinical assignments during school closings listed on the academic calendar and should consult with the Clinical Preceptor.

Curriculum Plan

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I</td>
<td>ATTR 601</td>
<td>Foundational Concepts in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATTR 602</td>
<td>Emergency Care and Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATTR 603</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Fall I</td>
<td>ATTR 605</td>
<td>Assessment I: Lower Extremity Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATTR 606</td>
<td>Therapeutic Interventions I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATTR 615</td>
<td>Assessment I: Upper Extremity Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATTR 616</td>
<td>Therapeutic Interventions II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATTR 610</td>
<td>Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>Winter I</td>
<td>ATTR 614</td>
<td>Competency-Based Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Spring I</td>
<td>ATTR 625</td>
<td>Assessment and Therapeutic Intervention III: Head, Neck, Spine</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATTR 617</td>
<td>General Medical Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATTR 620</td>
<td>Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Summer II</td>
<td>ATTR 624</td>
<td>Competency-Based Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
Student Led Research Guidelines
In order to graduate from the MSAT, all students must develop and implement graduate level research from beginning to end and submit for publication (acceptance is not required).

Cultural Competence

Communication Expectations

Program Academic Policies

Program Intensive Statement

Time Commitment Notification
Students enrolled in the ATP should recognize athletic training requires a considerable time commitment outside of the traditional classroom environment. Students should also recognize that clinical experiences in the traditional athletic training setting requires work on weekends and during holiday periods, depending upon the individual assignment of the athletic training student. Regardless of assignment, students accepted to the ATP should anticipate working at least one weekend day each week throughout the course of their education. In addition, students may be required to work during school holidays and at times when traditional semesters are not in session.

Outside Employment Policy
The need by students for financial means is understood and the ATP attempts to provide expected costs prior to admissions into the program. The ATP is a very time and academic intensive major and outside employment is strongly discouraged. Students who decide to pursue outside employment should understand that inference with any programmatic requirements and standards (drop in grades, course and/or clinical experience performance, late arrivals to courses or clinical experience, programmatic meetings, etc.) will result in the student being required to discontinue outside employment. All students must complete the Outside Employment Policy Acknowledgement (Appendix __). Students who chose to obtain outside employment must first notify the program director and sign the Outside Employment Contract (Appendix __). Failure to notify and/or maintain program requirements may result in the removal from the ATP.

Technical Standards for Admission
The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students completing 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, the Commission on Accreditation of Athletic Training Education. The stated
abilities and expectations must be met by all students who graduate from the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into, be allowed to continue, or graduate from the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. All students are required to sign acknowledgement of the technical standards yearly.

Tuition & Financial Aid

Tuition is the sole responsibility of the student and the MSAT Program is unable to provide any extensions of due dates of tuition. All questions and concerns on the subject of tuition should be addressed to the Financial Aid Office.

There are opportunities for financial aid and scholarship for all students. Students interested in scholarships can visit the College of Graduate Studies and Research and the Financial Aid Office websites for more information.

Students can apply for Federal Student Aid through the Office of the U.S. Department of Education by completing a Free Application for Federal Student Aid (FAFSA).

Scholarship opportunities are also available through professional organizations (e.g., NATA, NATA Research & Education Foundation). It is the responsibility of the MSAT student to investigate these funding resources. There may be additional graduate level scholarships for students that are not listed above, and students are encouraged to explore all options for financial assistance.

Classroom Dress Code

Textbook Requirement Policy

Skill Evaluation Guidelines

For the purpose of definitions, the MSAT Program defines skills as

Course Grading Guidelines

- A 95-100
- A- 92-94.9
- B+ 89-91.9
- B 85-88.9
- B- 82-84.9
- C+ 79-81.9
- C 75-78.9*
- C- 72-74.9
- D+ 69-71.9
- D 69-71.9
- D- 62-64.9
- F 61.9-0

*MSAT Students must earn a C or better to graduate from ATP.
Clinical Experiences

Clinical experiences are housed in practicum courses ATTR 610/Practicum I, ATTR 620/Practicum II, ATTR 630/Practicum III, ATTR 640/Practicum IV.

Definitions
Clinical education is a broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulations, and supplemental clinical experiences (CAATE Implementation a d Guide to the CAATE 2020 Professional Standards Glossary p. 39).

Athletic training clinical experiences are defined as direct clinical/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students’ abilities to meet the curricular content standards. When direct/patient care opportunities are not available, simulation may be used for this verification.

Goals
The goal of clinical education is to prepare students in becoming a successful, well-rounded athletic trainers. Athletic trainers are defined as health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state’s statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. An athletic trainer is state credentialed (in states with regulation), certified, and in good standing with the Board of Certification (CAATE Implementation a d Guide to the CAATE 2020 Professional Standards Glossary p. 39).

1. Apply theoretical learning to patient care situations through critical thinking.
   - Uses “usual” care in guiding action of “actual” care.
   - Helps theoretical “make sense”.
2. Develop appropriate communication skills necessary for the profession.
   - Goal directed communication skills (interviewing, counseling, teaching)
   - Listening skills
3. Demonstrate skill in appropriate therapeutic interventions.
   - Skill=caring behavior + technical skill + intellectual manipulation
4. Evidence caring behaviors.
   - Role modeling “caring about” vs “doing for”.
5. Consider ethical implications of behavior.
   - Best practices for patient care.
   - Taking responsibility for actions.
6. Experience the various roles of the ATC.

Traditional Coursework Vs. Clinical Education

<table>
<thead>
<tr>
<th>Traditional Coursework</th>
<th>Clinical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of knowledge/skills</td>
<td>Application of knowledge and skill</td>
</tr>
<tr>
<td>Predictable, definite, beginning and end.</td>
<td>Dynamic/flexible environment</td>
</tr>
<tr>
<td>Subject matter highly organized</td>
<td>Subject matter lacks rigidity.</td>
</tr>
</tbody>
</table>
Clinical Experience Policies

The following policies are related to a student’s clinical experience. Any questions or clarifications of the policies should be directed to the MSAT Program Clinical Education Coordinator. Failure to comply with the policies may result in grade deductions/failure of the course housing the clinical experience and/or removal from the program.

Athletic Training Student Professional Behavior Policy

Students enrolled in the Athletic Training Program are required to participate in practical experiences throughout their program of study. One of the goals of this experience is to enable students to develop professional behaviors, including dependability and reliability.

Consequently, students are expected to be at their clinical assignment during the days and times they have been assigned. Showing up to practical experiences late, or asking for days off for tests, projects etc. is not considered professional behavior. Neither is leaving early. Any and all of these behaviors will result in reduced evaluation grades which may result in removal from the program.

Students will be given regular days off during their practical assignments. This will coincide with the CAATE mandate requiring 1 day off each week. Students are allowed 1 “leave day” for each clinical assignment. This leave day must be granted by the preceptor and should be requested well in advance.

Athletic Training Student Supervision

All athletic training students in the MSAT program must be supervised during all clinical experiences. A supervised clinical experience is when a program clinical preceptor, or another approved health care professional such as a doctor associated with the program, is physically present and can intervene on behalf of the athlete/patient. Supervision is provided when the clinical preceptor can have both auditory and visual contact with the student. When in a supervised clinical experience, the student can perform any and all skills that are previously mastered. A student is NEVER to be left unsupervised in a clinical situation. It is understood that there may be times in when a clinical preceptor is unable to provide the supervision needed in which case the student is required to cease activity and wait until the clinical preceptor can resume supervision. An athletic training student is prohibited from working as a provider of first aid during any time when supervision is not provided. All clinical assignments must be educational in nature and are associated with one of the program’s practicum classes. In emergent situations where lifesaving measures are required, a student may act in their role as a certified provider of CPR. This policy is in accordance with CAATE Standard 31.

Student Orientation of Clinical Sites

Students will receive orientation of each clinical site placement’s policies and procedures before or on the start date of the clinical placement and students are responsible for completing the
Radford University Athletics Policies and Procedures should be reviewed for understanding and application and should be used for all University clinical sites.

Immunizations

Documentation of immunizations is part of the admissions process but must also be submitted to the Clinical Education Coordinator (CEC) by the date provided in the Letter of Acceptance; failure to do so may result in a delay of a student’s ability to start their clinical experience by the scheduled start time. Failure to meet the course requirements of the course housing the clinical experience will result in the removal of the student from the MSAT Program. There may be additional immunizations required for some clinical sites. Students will be made aware of these requirements in a timely manner and will be required to obtain the additional immunizations and/or proof of immunizations by the deadline set by the CEC. Failure to meet the deadline may result in a delay of a student’s ability to start their clinical experience by the scheduled start time. Failure to meet the requirements of the course housing the clinical experience will result in the removal of the student from the MSAT Program. Conditional readmittance into the program may not be granted.

OSHA & Bloodborne Pathogens Policy

All students enrolled in the Master’s of Science in Athletic Training Program must undergo blood-borne pathogen (BBP) training. The BBP training will occur yearly during program orientation in the beginning of June (date communicated in Letter of Acceptance and at the end of 1st year). Yearly training is a program requirement. All students will have access to and must utilize blood-borne pathogen barriers and biohazard disposal equipment at each clinical site. In the case of student exposure to a BBP, the Post-Exposure Control Plan will be implemented (Appendix __). All students are required to sign acknowledgement of the post-exposure plan yearly. This policy is in accordance with CAATE Standard 29.

BBP Post Exposure Control Plan

All students are required to know and follow all infection control procedures of the University. All required training must be completed prior to working in an environment that has the potential of exposure to contaminated fluids. The Office of Environmental Health & Safety is responsible for conducting the necessary training. Students are highly encouraged to have health insurance coverage which provides for their hospital and medical care.

An exposure is defined as: injury with a contaminated instrument (contaminated needles, blades or sharp instruments); contact of blood or body fluids containing blood into an open wound; cutaneous exposure involving large amounts of blood or prolonged contact with blood especially when the exposed skin is chapped, abraded, or afflicted with dermatitis.

Should an exposure occur: Students should inform their preceptor and the program clinical coordinator immediately via email and/or phone to alert them they have had a blood exposure. They should then go directly to the Student Health Center during the hours of 7:30am-4pm Monday – Friday. If the incident occurs at a time when the Student Health Center is closed, the student should go to the nearest hospital’s Emergency Room for testing and/or treatment.

Worker’s Compensation does not cover students. As stated above, students are highly encouraged to have health insurance coverage which provides for their hospital and medical care. The
student is responsible for any expenses incurred while acting in the capacity of a student. This policy is in accordance with CAATE Standard 29.

Communicable & Infectious Disease Policy

A communicable disease is defined by the Centers for Disease Control as “an infectious disease that is contagious and which can be transmitted from one source to another by infectious bacterial or viral organisms.” If a student has contracted a communicable disease, they should inform the Clinical Coordinator of the ATP and/or their preceptor immediately. Any student who has a condition that is contagious in nature will be forbidden from working in the clinical setting, or participating in hands on classroom exercises, until the condition is no longer infectious (or has been appropriately isolated) and the student has been cleared by a medical provider. The nature of the disease, and whether it is contagious, will be determined on a case-by-case basis by the athletic training student’s personal physician, the team physician and/or the medical director of the ATP. This policy is in accordance with CAATE Standard 29.

Emergency Action Plan

All Students are responsible for scheduling orientation and understanding for each clinical placement’s Emergency Action Plan (EAP) and any other critical incident response procedures. Students are responsible for completing the documentation concerning orientation and understanding of clinical placement EAP(s) and obtaining approval by the clinical preceptor before or on the start date of the clinical experience. Radford University’s Emergency Action Plans & Procedures should be reviewed for understanding and application and should be used for all University clinical sites. This policy is in accordance with CAATE Standard 29.

Clinical Site Documentation Policies & Procedures

Patient evaluation and treatment documentation by students should be clear and concise. Students should follow the rule, if it’s not documented then it didn’t happen; and document all aspects of evaluation and treatment. Documentation policies, procedures, and systems may be different at each clinical site and therefore it is the student’s responsibility to address documentation responsibilities and procedures for each clinical site. If a site has limited policies and procedures students should follow Radford University Sports Medicine Policies and Procedures for Medical Documentation. This policy is in accordance with CAATE Standard 29.

Clinical Site Patient Privacy & Confidentiality Protections

Clinical sites are places of medical treatment and all privacy and confidentiality protections should be followed. Radford University Athletic Policy (6. HIPPA) should be followed at minimum. This policy is in accordance with CAATE Standard 29.

Clinical Experience Travel Expectations Policy

Students are expected to provide their own transportation to all clinical sites. Students may share clinical site transportation requirements with another student assigned to the same clinical experience, ultimately each student is responsible for their own transportation and should have a plan ready in case of failure of another student to provide shared transportation responsibilities. Lack of transportation is not a valid excuse for tardiness and/or missing a clinical assignment engagement and will be handled by the clinical preceptor. Repeated instances will be referred to the Clinical Education Coordinator and/or Director of the M.S.A.T. Program.
Clinical Experience Hours Policy

Students are required to obtain a certain number of clinical experience hours depending on semester and is stated in the courses’ syllabi. Failure to meet clinical experience hour requirements will result in removal from the program.

Clinical Experience Hours Documentation Requirement & Instructions

All clinical experience hours must be documented and submitted electronically by 11:59PM on the reporting day of the clinical experience (i.e., Monday’s clinical experience hours must be documented by 11:59PM on Monday). Failure to do so will result in the rejection of the clinical experience hours for that day. Failure to meet the clinical experience hour requirements due to a student’s failure to document clinical hours as stated will result in failure of the course and removal from the program.

Clinical Experience and Clinical Preceptor Evaluations

To improve upon and grow student clinical experiences; clinical experience sites and clinical preceptors are evaluated by assigned students and the program yearly. Student evaluations are required at specific dates during the clinical experience and completion of said evaluations are mandatory by the dates noted in the student’s clinical experience paperwork for each clinical course. Failure to complete the clinical experience site and clinical preceptor evaluations by the stated due date can result in a course deduction and/or failure of the course in which the clinical experience is housed. Clinical Experience evaluations are a part of the course grade of the clinical experience in which it is housed and can be found in the appendices listed under each clinical course; ATTR 610, ATTR 620, ATTR 630, ATTR 640.

Clinical experiences and clinical preceptors that are utilized during the academic year are also evaluated by the program through observations and communications of the Clinical Education Coordinator. The evaluation for used here is housed in the Clinical Experience and Clinical Preceptor Training & Handbook. This policy is in accordance with CAATE Standards 32 and 33.

Criteria for Progression & Completion

Students accepted into the M.S.A.T Program at Radford University are expected to make satisfactory academic progress, and possess the required academic ability, technical expertise, character and attitude suitable for athletic training. Students are informed of the following criteria used to evaluate academic and clinical progress:

1. Maintain a cumulative grade point of a 3.0 or better.
2. Earn a “C” or better in all courses.
3. Earn “3” or better on all athletic training behaviors (including professional disposition and behavior) evaluated at the clinical site.
4. Maintain current CPR certification through the American Red Cross or the American Heart Association or equivalent agency.

Consequences for not meeting the above criteria are:

1. Failure to maintain a cumulative GPA of 3.0 or better will result in the student being placed on probation. The student will have the next semester to pull their cumulative GPA back up to a 3.0 or better. If the student fails to pull their cumulative GPA back up to a 3.0 or better by the end of the following semester the student will be removed from the program.
2. Failure to earn an average score of “3” or better on all athletic training behaviors evaluated at the clinical site will result in the student being removed from the program.

3. Failure to maintain current CPR Certification will result in the inability to participate in clinical experiences until current certification is received in the program office. This will affect student performance in the practicum courses.

The student has the right to appeal any decisions made by the Athletic Training Program Director.

If a student wishes to object to the decision of the M.S.A.T. Program Director, he or she must provide a written, reasoned objection to the Department Chair for Health and Human Performance within 5 working days of notification. The chair will set a date within 10 days to meet with the student and the Athletic Training Program Director. The chair will notify the student of the decision within 5 days. If the student wishes to appeal the department chair’s decision, the student may appeal to the department of Health and Human Performance’s personnel committee.

The committee will decide if further appeal is warranted. If the committee decides that the student’s appeal has merit, the student will be informed immediately, and a meeting will be set with the committee within 10 working days. If the committee feels that the appeal lacks merit, the student will be notified, and this will end the appeal process.

If the case is reviewed by the committee, an appeal date will occur within ten class days following the decision to review the appeal. The committee may interview the student, the M.S.A.T. Program Director and others involved in this matter. If the committee decides to interview individuals, representatives of both sides of the appeal must be interviewed.

A written copy of the decision of the committee will be sent to the student within three days of the meeting to review the appeal. The decision of the personnel committee is final.

Clinical Experience Placement

Clinical experiment placement is determined by the Clinical Education Coordinator with considerations to the Student Athletic Training Pursuits and Goals Post-Graduation, stated and observed student strengths and weaknesses, Clinical Preceptor experience, accreditation standards, and program didactic coursework. Educational opportunities and placements are not prejudicial or discriminatory. This policy is in accordance with CAATE Standard 3a.

Student Athletic Training Pursuits and Goals Post-Graduation Form

Students are required to complete a “Student Athletic Training Pursuits and Goals Post-Graduation Form” before the start of their initial clinical experience which includes student strengths and weaknesses. Students will not be assigned a clinical experience and/or allowed to start a clinical experience until the form is complete and turned into the Clinical Education Coordinator. Failure to complete clinical hour requirements due to a student not completing and turning in the “Student Athletic Training Pursuits and Goals Post-Graduation Form” is not a valid excuse. Students are responsible for updating this form if there are changes in their athletic training pursuits and/or goals post-graduation. This form is used to guide clinical experiences but does not guarantee a certain and/or desired clinical experience.

Clinical Experience CAATE Standard Requirements

Clinical experiences may have certain CAATE standard requirements (i.e., equipment intensive, immersive). Students are required to complete these requirements as they are schedules by the
Clinical Education Coordinator. Failure of a student to complete these requirements as they are scheduled can result in failure of the course housing the clinical experience and/or removal from the program.

Clinical Experience Course Alignment and Matriculation

<table>
<thead>
<tr>
<th>Course</th>
<th>Clinical Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td></td>
</tr>
<tr>
<td>ATTR 610: Practicum I</td>
<td>1- Seven-week clinical experience at Radford University (½ cohort)</td>
</tr>
<tr>
<td></td>
<td>1- Seven-week clinical experience at a local high school (½ cohort)</td>
</tr>
<tr>
<td>Spring I</td>
<td></td>
</tr>
<tr>
<td>ATTR 620: Practicum II</td>
<td>1- Seven-week clinical experience at Radford University (½ cohort)</td>
</tr>
<tr>
<td></td>
<td>1- General medical rotation of 15 hours during RU clinical experience</td>
</tr>
<tr>
<td></td>
<td>1- Seven-week clinical experience at a local high school (½ cohort)</td>
</tr>
<tr>
<td></td>
<td>1- Physical therapy rotation of 15 during local high school clinical experience</td>
</tr>
<tr>
<td>Fall II</td>
<td></td>
</tr>
<tr>
<td>ATTR 630: Practicum III</td>
<td>1- 14-15 week clinical experience at Radford University</td>
</tr>
<tr>
<td></td>
<td>1- General medical rotation of 15 hours during RU clinical experience (½ cohort)</td>
</tr>
<tr>
<td></td>
<td>1- Physical therapy rotation of 15 hours during RU clinical experience (½ cohort)</td>
</tr>
<tr>
<td>Spring II</td>
<td></td>
</tr>
<tr>
<td>ATTR 640: Practicum IV</td>
<td>1- Seven-week local immersive clinical experience (possible location of their choice)</td>
</tr>
</tbody>
</table>

Equipment Intensive Experience Requirement

Students are required to have at least one clinical experience with an equipment intensive sport assignment (e.g., football, men’s lacrosse). Failure to complete the equipment intensive clinical experience requirement will result in removal from the program.

Immersive Clinical Experience Requirement


Supplemental Clinical Experiences

Students can request supplemental clinical experiences if:
1. The student is not currently assigned to and completing a required clinical experience.
2. There is time available for said supplemental experience that does not conflict with another, required clinical experience.
3. The student is making satisfactory progress and is in good standing with the M.S.A.T. Program.
4. The supplemental clinical experience does not conflict with any M.S.A.T. Program courses or requirements.
5. If the student gains prior approval from the Clinical Preceptor, Clinical Education Coordinator, and the Director of the M.S.A.T. through the use of the “Request for Supplemental Clinical Experience” form.
6. Failure of the student to gain approval prior to the start of the supplemental clinical experience will result in the student being removed from the supplemental clinical experience and denied approval from requesting future supplemental clinical experiences.

7. Program and Course requirements will come before any supplemental clinical experience requirements during the supplemental clinical experience time frame.

8. Students are responsible for their own housing and meals during the supplemental clinical experience (supplemental clinical experiences may offer to provide a student housing and/or meals during the supplemental clinical experience but the M.S.AT. Program will not be responsible for any costs).

9. If students are not properly supervised, to the same level of required clinical experiences, the student will be removed from the supplemental clinical experience and denied future requests for supplemental clinical experiences. It is the student’s responsibility to ensure proper supervision and cease providing medical care and/or advice during supplemental clinical experiences.

10. Failure of the student to achieve and maintain the requirements of the supplemental clinical experience will result in the student’s removal from the supplemental clinical experience and denial of approval from requesting future supplemental clinical experiences.

Client/Patient Ability to Differentiate Student vs. Practitioner

Students will be working side-by-side with clinical preceptors to endure the most realistic clinical experience. Due to this close relationship and active participation by the student, it may be difficult for clients/patients to differentiate between a student and a licensed medical professional. To ensure clients/patients are aware of who the student is, students are required to wear their name badge on the outside of their attire. The student will also be introduced to the patient by the clinical preceptor to further establish clarification of who the student is. Anytime a student is to introduce themselves to patients before the clinical preceptor or without the clinical preceptor at their side, students are to introduce themselves as the athletic training student and communicate their role is a learning role and they are acting under the supervision of their clinical preceptor. This policy is in accordance with CAATE Standard 29.

Student Evaluations

Evaluation Outline

Practical Evaluation Scoring Guidelines

Course Descriptions, Evaluation Rubrics, & Forms

ATTR 601

ATTR 602
Student Disciplinary Actions

Academic
Clinical Education

If an athletic training student exhibits a pattern of behavior or any serious behavior that is inconsistent with the profession of athletic training, the mission of the Athletic Training Program, the objectives of the course, or places an athlete or patient in an unsafe situation the following is the prescribed course of action. (Form found in Appendix __.)

Disciplinary Guidelines for Clinical Experience Site

Disciplinary actions needed during Clinical Experiences are expected to be handled by the Clinical Preceptor under which the student is assigned. The Clinical Education Coordinator is required to be notified for serious or repeated needs for disciplinary action (dangerous actions of the student which could have resulted in the student, another student(s), patients, and/or Clinical Preceptor). The Clinical Education Coordinator has the responsibility to work with both the Clinical Preceptor and student to resolve and such behaviors. Removal of the student from the assigned clinical preceptor and/or site is considered a last resort measure and all other options should be exhausted. Students removed from clinical experiences and/or clinical preceptors can result in failure of the course housing the clinical experience if the student is found responsible for such behaviors. Failure of the clinical experience course will result in removal from the program. (Appendix __.)

Program Intervention Form

.....(Appendix ___)
Appendices
Appendix A
Technical Standards for Admissions
The Athletic Training Program at Radford University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students completing 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]). The following abilities and expectations must be met by all students who graduate from the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into, be allowed to continue, or graduate from the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Athletic Training Program students must demonstrate:

1. the mental capacity to assimilate, analyze, synthesize, and 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 have command of the English language at a level consistent with competent professional practice;
4. the ability to record the physical examination results and a treatment plan clearly and accurately;
5. the capacity to maintain composure and continue to function well during periods of high stress;
6. the perseverance, diligence and commitment to complete the Athletic Training Program as outlined and sequenced;
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Program will be required to verify they understand and feel confident they will meet these technical standards or that they believe that, with certain reasonable academic accommodations, they can meet the standards.

As appropriate, and in conjunction with the Center for Accessibility Services (CAS), Radford University will evaluate, on a case by case basis, a student’s request for reasonable academic accommodations on the basis
of a disability. Supporting appropriate documentation may be requested in order to substantiate and evaluate any requests for accommodations. Radford University is committed to providing equal access/opportunity for students with disabilities, while at the same time, reserving the right to deny accommodations that compromise clinician/patient safety and/or fundamentally alter the nature of the program.

All technical and academic standards will be measured throughout various courses must be met throughout enrollment in the athletic training curriculum. It is the student’s responsibility to notify the program director if during enrollment, circumstances occur and he/she cannot meet the technical standards. Reasonable alternate strategies and techniques will be discussed at this time.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge, that I meet each of these standards with or without reasonable academic accommodations. I understand that if accommodations are required, I will contact the Center for Accessibility Services (CAS), and if requested, provide supporting documentation to begin the process of receiving reasonable academic accommodations. I understand that if I am unable to meet these standards I will not be admitted into, allowed to progress in or graduate from the program.

Signature of Applicant:    Date:
Appendix B
Blood-Borne Pathogen Exposure Control Plan
Blood-Borne Pathogen Post-Exposure Control Plan