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## PROGRAM HANDBOOK & POLICIES

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
COLLEGE OF GRADUATE STUDIES & RESEARCH  
DEPARTMENT OF HEALTH & HUMAN PERFORMANCE

## GENERAL DISCLAIMER

The Master of Science in Athletic Training (MSAT) Program is a dynamic program, constantly reassessing itself to provide the best educational experiences for students. Therefore, on at least a yearly basis, the handbook is revised. Revisions will be notated below, and the revised handbook will apply to all students currently enrolled in the MSAT Program, regardless of admissions date. Students will be notified of any revisions.

### YEARLY REVISIONS:

- \* *Effective 10/01/2022: MSAT Program grading policy has been updated to reflect the grading system A, B, C, D, F. The MSAT Program no longer utilizes a +/- system for grading. All policies concerning grades have been updated to reflect this change.*
- \* *Effective 12/11/2022: Information has been provided on the MSAT Program research tool [TurnItIn](#) to deter and detect plagiarism and the department and program use of [APA 7<sup>th</sup> ed. style guide](#) for all academic work.*
- \* *Last Update: 01/15/2024*
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# DISCRIMINATION AND HARASSMENT POLICY

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 (p. 4) 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.

Students may also consult a staff member at the Counseling Center, Center for Diversity and Inclusion, 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.

Policy Title: **Discrimination and Harassment Policy**

Policy Number: GEN-PO-1002 Date of Last Review: 8/14/2020

Oversight Department: *Office of Institutional Equity*

Effective Date: *11/21/2014*

Date of Last Review: *8/14/2020*

Next Review Date: *2/1/2024*

## 1. PURPOSE

- A. Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law.
- B. The purpose of the Discrimination and Harassment Policy, hereafter "Policy," is to establish clearly and unequivocally that Radford University prohibits discrimination harassment and retaliation by individuals subject to its control or supervision and to set forth procedures by which such allegations shall be filed, investigated, and adjudicated.

## 2. APPLICABILITY

- A. This Policy applies to on-campus conduct involving students, employees, faculty and staff, visitors to campus (including, but not limited to, individuals participating in camps and programs, volunteers, non-degree seeking students, exchange students, and other students taking courses or participating in programs at Radford University), and contractors working on campus who are not Radford University employees, as well as to students, visiting students, employees, faculty, and staff participating in Radford University-sponsored activities off-campus. This Policy is applicable to any conduct that occurs off campus that has continuing effects that create a hostile environment on campus or that effectively denies a person equal access to Radford University's education program. This Policy applies to discrimination and harassment occurring against a person in the United States.



Allegations of on-campus or off-campus violations of this Policy should be reported to the Title IX Coordinator in accordance with the guidance below and the Discrimination and Harassment Grievance Procedures (see Section 5). This Policy replaces and supersedes the Radford University Sexual Harassment Policy and Nondiscrimination Statement, as well as any and all references related to discrimination and harassment that may be contained in other Radford University policies, including the Standards of Student Conduct.

B. Academic Freedom and Free Speech

This Policy does not allow curtailment or censorship of constitutionally protected expression, which is valued in higher education and by Radford University. In addressing all reports of alleged violations of this Policy, Radford University will take all permissible actions to ensure the safety of students and employees while complying with any and all applicable guidance regarding free speech rights of students and employees. This Policy does not in any way apply to curriculum and curriculum decisions or abridge the use of particular textbooks or curricular materials.

## DEAN OF STUDENTS

The Office of the Dean of Students responds to the informational and personal concerns of students and oversees the protection of student rights. The office plays a major role in promoting and upholding the shared values and ideals of the Radford University community.

### Mission

The Office of the Dean of Students promotes and facilitates student learning, engagement and development outside the classroom and collaborates with others to enhance the quality of life for students at Radford University.

The office provides a variety of services for students. These include student advocacy services, off-campus student services, student publications, information for parents and families, absence notices, references/verifications for graduate school and employment, and services with the Student Government Association.

We also offer resources and support to students. The Highlander Pantry is available to all members of the Highlander family offering discreet access to free food and basic hygiene items, located in Heth 243. The Highlander Student Emergency Fund is a non-academic limited one-time fund for students who need assistance with basic life needs. Students need to contact our office to schedule an intake to discuss applying for the fund.

### Departments

- Student Counseling Services (SCS)
- Housing and Residential Life
- Student Health Services
- Student Standards and Conduct (OSSC)
- Substance Abuse and Violence Education Support (SAVES)
- Serves as primary advisor to Student Government Association

*Office of the Dean of Students located in Heth Hall*

*Phone: (540) 831-5321*

## STATEMENT ON ANTI-RACISM

Radford University Academic Programs stands with all who have experienced oppression, discrimination, and systemic disadvantage. The injustice of recent national events contradicts our Highlander values for inclusivity, community, and student empowerment and success. Our educational mission is at risk when our students, our faculty, our staff, and our community endure systemic racism.

As the faculty, staff, and administrators of Academic Programs, we are committed to the pursuit of diversity, equity, and inclusion in our professional and personal lives. As we partner with our campus community to combat systemic racism, we recommit ourselves, our actions, and our thoughts to understanding and improving our society. To this end, we pledge to:

- Engage in the self-exploration and critical conversations necessary to grow our knowledge and skills as change agents
- Interrogate our practices, policies, and procedures through a lens of equity and accountability
- Evaluate our performance data for markers of inequity and act on opportunities for inclusivity
- Partner with other campus constituents to share inclusion resources and strategies
- Create a place where all students can feel valued, safe, and respected
- Listen to the voices of all students and acknowledge multiple perspectives as part of our community
- Engage students in critical exploration of the intersection of oppressive systems and educational goals

Through these actions, we aim to empower each other, our campus community, and our students to dismantle systems of racism where they exist in our institutions and communities. Each of us in Radford University Academic Programs will continue to challenge ourselves, promote inclusive teaching and learning, and partner with our students to move our communities toward social justice.

## PURPOSE OF THE MASTER OF ATHLETIC TRAINING PROGRAM HANDBOOK & POLICIES

The purpose of the Master of Science in Athletic Training (MSAT) Program Handbook and Policies is to provide MSAT students and faculty with a thorough guide for navigating the program. The handbook is not intended to trick or surprise but to provide clarity and transparency, in addition to acting as a useful resource. Found in the handbook are MSAT Program admission requirements, progression requirements, policies, procedures, details, helpful information, faculty expectations of students, student expectations of faculty, along with consequences for not adhering to the content found within this document. The basis for developing the handbook was to offer a comprehensive resource of the MSAT Program, though there may be items or subjects not addressed, and as such topics become apparent the content will reflect them also. The handbook is a living document and will adjust to changes within the program, college, university, and beyond in real-time. If you are unable locate information concerning a specific topic, to answer questions, or you would like further explanation regarding a topic, please contact the Director or Coordinator of Clinical Education of the MSAT Program. The MSAT Program faculty's goal is for all students enrolled in the program to successfully obtain a graduate degree in athletic training, to become contributing members of society and the athletic training profession. If there is any assistance the MSAT faculty can provide students in achieving this goal, please let us know. Acknowledgement and Understanding of the Master of Athletic Training Program Handbook and Policies is required of all students enrolled in the program (Appendix A).

## CONTACT INFORMATION FOR MSAT PROGRAM FACULTY

### **Director, Master of Science Athletic Training Program**

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### **Coordinator of Clinical Education, Master of Science Athletic Training Program**

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### **Faculty, Master of Science Athletic Training Program**

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## **STUDENT EXPECTATIONS OF THE MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM HANDBOOK & POLICIES**

**Students are required to read the Master of Science in Athletic Training Program and Handbook Policies in its entirety to understand program expectations and requirements. Failure of a student to read the program handbook or failure to remember policies and expectations will not constitute as a valid excuse for not following the handbook and policies. By enrolling in the MSAT Program, students automatically accept the terms and conditions of the program handbook and policies and will be held to them. Failure of a student to follow the MSAT Program Handbook and Policies will result in program or course sanctions.**

## SECTION I: PROGRAMMATIC OVERVIEW

The Master of Science in Athletic Training Program is located on Radford University's Main Campus in Peters Hall in the College of Education and Human Development. From inception as an undergraduate program, the MSAT Program strives to produce athletic trainers prepared to provide healthcare to diverse populations.

### PROGRAM PHILOSOPHY

The Radford University Master of Science in Athletic Training Program believes:

1. Athletic training education requires the active participation of students, certified preceptors, faculty, staff, and medical specialists involved in the MSAT Program.
2. Students must demonstrate commitment to both academic and clinical facets required to develop the necessary cognitive, psychomotor, and affective skills necessary to succeed as an allied healthcare professional in a variety of athletic training practice settings.
3. The MSAT Program is accountable for promotion of the athletic training profession throughout the University, the City of Radford, surrounding communities, and the Commonwealth of Virginia.

### PROGRAM VISION

The Master of Science in Athletic Training Program at Radford University aspires to be a leader in providing an innovative, inclusive, and student-centered athletic training program in the Commonwealth of Virginia and beyond.

### PROGRAM MISSION

The mission of the Master of Science in Athletic Training Program at Radford University is to provide an ethical, inclusive educational environment to develop diverse, effective agents of change prepared to become athletic trainers who engage in lifelong, professional, and continuing educational activities complying with the Board of Certification Practice Standards and Code of Professional Responsibility with intentions to facilitate the growth of the athletic training profession in Radford, the surrounding communities, and the Commonwealth of Virginia.

### PROGRAM GOALS & OBJECTIVES

The MSAT Program strives to:

Program Goal 1: Provide a rigorous and accessible athletic training program for a diverse student population in an ethical, inclusive educational environment.

*Program Objective 1.1: Reduce barriers in obtaining an advanced degree.*

*Program Objective 1.2: Maintain a student population reflective of the diverse populations athletic trainers serve. (CAATE DEI Std. 1)*

*Program Objective 1.3: Obtain and maintain CAATE accreditation.*

Program Goal 2: Foster competent and contributing entry level board certified athletic trainers who act in professionally responsible manners while providing athletic training services in a variety of settings.

*Program Objective 2.1: Gain practical experience in providing athletic training services to diverse patient populations.*

*Program Objective 2.1: Provide athletic training services reflective of in ethical and inclusive practices.*

Program Goal 3: Facilitate the appreciation and the role of the athletic trainer in a healthcare team.

Program Objective 3.1: Provide educational activities and experiences to support student understanding

Program Objective 3.2: Provide student opportunities that advocate for the athletic training profession.

Program Objective 3.3: Demonstrate systemic diversity, equity, inclusion, and social justice efforts throughout the MSAT Program. (CAATE DEI Std. 1)

## STUDENT GOALS & OBJECTIVES

Student Goal 1: Become effective agents of change by advocating for the health needs of patients through evidence-based practices.

*Student Objective 1.1: Advocate for the health needs of clients, patients, communities, and populations. (CAATE Std. 56, 68)*

*Student Objective 1.2: Provide athletic training services in a manner that uses evidence to inform practice. (CAATE Std. 62)*

Student Goal 2: Practice as clinical athletic trainers working collaboratively with other health care professionals and engage in lifelong learning.

*Student Objective 2.1: Establish a working relationship with directing physician and demonstrate effective and appropriate communication with collaborating physicians and other health care professionals, patients, their family, coaches, administrators, consumers, payers, policy makers, and others. (CAATE Std. 59 and 90)*

*Student Objective 2.2: Demonstrate interprofessional collaboration. (CAATE Std. 61)*

*Student Objective 2.3: Evaluate patients through examination and appropriate diagnostic tests to formulate a diagnosis for patients with acute and chronic conditions (musculoskeletal, general medical, and behavioral health), manage and develop patient care plans, and interventions; including appropriate education of pharmacological and therapeutic agents and medications, and refer to appropriate health care providers as deemed necessary. (CAATE Std. 69, 70, 71, 72, 73, 74, 75, 76, 77)*

*Student Objective 2.4: Perform administrative duties related to the management of*

*physical, human, and financial resources in the delivery of health care services. (CAATE Std. 88)*

Student Goal 3: Practice cultural competency, foster cultural humility, and demonstrate respect in patient care, congruent with the ethical standards of the profession. (CAATE DEI Std. 2)

*Student Objective 3.1: Analyze the impact of group identification, including the intersectionality of multiple identities, on health disparities, patient care, and patient outcomes.*

*Student Objective 3.2: Analyzing the impact of marginalization on health disparities, patient care, and patient outcomes.*

*Student Objective 3.3: Develop strategies that minimize the impact of clinician-based bias, prejudice, and privilege on patient interactions.*

*Student Objective 3.4: Devising patient-centered interventions to diverse populations that account for the healthcare delivery system.*

*Student Objective 3.5: Practice in a manner congruent with the ethical standards of the profession and in a manner compliant with all applicable laws and regulations. (CAATE Std. 65 and 66)*

## ADMISSIONS

The MSAT Program's intention is to provide an athletic training education to students at the local, regional, state, and national level. Admissions to the MSAT Program is based on a variety of requirements centered on producing well-rounded athletic trainers.

### ADMISSIONS POLICY & CRITERIA

Admission into the MSAT Program is competitive and limited to 16 students per cohort. All students will be required to complete the following admission requirements:

1. Completion of bachelor's degree before commencement of the program. Official transcripts of all institutions from which the applicant has earned a degree in Allied Health Science, Health and Exercise Science/Exercise Science, Kinesiology, Exercise Physiology, Physical Education, or any other related degree program including prerequisites courses or knowledge/content.
2. Students are required to submit official transcripts at the time of application submission and after degree conferral.
  - a. A final official transcript must be sent within 15 days of the first semester of enrollment (Summer III/June 01). If the degree has not been conferred prior to the beginning of the term of admission to the College of Graduate Studies' Master of Science in Athletic Training Program, admission will be rescinded.
3. Students from non-U.S. institutions will be required to demonstrate English proficiency by one of the following:
  - a. TOFEL score of 550 or higher (paper-based); a TOFEL score of 213 or higher (computer-based); a TOFEL score of 79-80 (internet-based); or IELTS score of 6.5.
4. Minimum GPA of 2.75, preferred 3.0 out of 4.0 for undergraduate coursework.
5. Prerequisite courses\*:
  - a. Biology
  - b. Chemistry



- c. Physics/Biomechanics
  - d. Psychology
  - e. Human Anatomy & Physiology
6. Prerequisite knowledge/content\*:
- a. Statistics
  - b. Exercise Physiology
  - c. Kinesiology/Pathomechanics
  - d. Nutrition

*\*The MSAT Program will determine the courses/criteria that meet the prerequisite requirements on an individual basis. Course names will vary from applicant to applicant. Course syllabi will be requested for any courses used for admissions criteria that do not traditionally represent prerequisite courses/criteria (i.e., Exercise Science for the prerequisite knowledge/content of Exercise Physiology).*

- 7. At least 25 observation hours with a certified athletic trainer, 50 observation hours preferred; recorded on MSAT Observation Verification form ([Appendix B](#)).
- 8. Three letters of recommendation (all letters preferred from supervising health care professionals, professors, or employers; at least one letter must from a supervising certified athletic trainer)
- 9. Essay articulating the desire to become a certified athletic trainer
- 10. CPR certification (level of health care professional, certification must be above the level of basic CPR for the lay individual and must include CPR and AED training)
- 11. Current vaccinations for Measles, Mumps, Rubella, Meningitis, Diphtheria, and Tetanus (within 10 years). Radford University students can request health records from [Student Health](#). Non-Radford University students must complete and submit the [Health Record form](#) located on the Student Health webpage.
- 12. Required yearly testing: Two-Step TB test (due before clinical experiences start, valid for 12 months).
- 13. Flu shot (due Oct. 1, valid until the following March), COVID-19 vaccinations, and boosters are highly recommended, clinical experience sites may require these vaccines for a student to utilize the clinical site. Students who do not have proof of Flu and/or COVID-19 vaccination may not be able to complete clinical education course requirements/program requirements without obtaining the necessary vaccinations. Clinical sites may not accept vaccine waivers. The Commission on Accreditation of Athletic Training Education (CAATE) requires students to be exposed to a variety of health care settings and patient populations. The MSAT Program will make all attempts to place a student in clinical settings without vaccine requirements if needed, but the program cannot guarantee settings will be available, meeting the variety of clinical settings criteria CAATE requires. Interruption in clinical education matriculation will delay graduation.
- 14. Students are required to participate in an interview with the MSAT Admission Committee. The format/depth of the interview may vary depending on extenuating circumstances.
- 15. Students must complete two applications:
  - a. The first application through [ATCAS](#), a central application system, with associated fees.
  - b. The second application is a [Supplemental Application for Radford University's College of Graduate Studies](#), with associated fees.

## GRADUATE RECORD EXAMINATIONS (GRE)

The MSAT Program does not require Graduate Record Examination (GRE) General Test or any other entry test for admissions currently.

## ADMISSIONS TIMELINE



August 15<sup>th</sup> (est.) ATCAS Application Cycle opens

- Applicants can submit applications to Radford University's MSAT Program through ATCAS until the application cycle closes (est. May 1).

November 7<sup>th</sup> - 15<sup>th</sup> (a full week during this time) Early Admissions Interviews

- All applicants with completed applications to ATCAS and the College of Graduate Studies will be eligible to sign up for an interview with the MSAT Program Admissions Committee.
- After the initial applicant interview week applicants will be interviewed on a rolling admission. Once all cohort seats have been offered and accepted admissions will continue for wait list purposes. The wait list will be used for any cohort seats that may become available before the program start date.

December 1<sup>st</sup>

- About two weeks after the Early Admissions Interviews, the MSAT Program will contact each applicant interviewed and provide a decision letter. After the Early Admissions Period, students will be provided with a decision letter within two weeks after their scheduled interview.

April 15<sup>th</sup>- May 01<sup>st</sup> MSAT Program Admissions Cycle closes

- This date will vary from year to year, though the admissions cycle will close no later than May 01<sup>st</sup> each year. It is recommended that all applicants apply by April 01<sup>st</sup> to ensure all paperwork, transcripts, financial aid is processed in time.

June 01<sup>st</sup> MSAT Program Orientation

- The MSAT Program begins in the Summer with three courses. The first summer course starts the first full week in June. The Wednesday, Thursday, and Friday before the first week of June will be the orientation days.

## ADMISSIONS DECISIONS

The MSAT Program will follow up with applicants via email to provide an admissions decision. Attainment of admissions criteria does not guarantee admission to the MSAT Program. Only applicants offered the program interview stage of admissions will receive an admission decision.

### MSAT PROGRAM RECOMMENDATION FOR ADMISSIONS

A MSAT Program Recommendation for Admissions ([Appendix C](#)) will be sent via email (listed in the ATCAS application) to applicants the MSAT Program Admissions Committee wishes to accept to the program, outlining acceptance terms and next steps. The MSAT Program Recommendation for Admissions will also include the MSAT Program Applicant Acceptance of Recommendation for Admissions and the MSAT Program Applicant Declination of Recommendation for Admissions. Applicants accepting admissions are required to complete and return the acceptance via email. Failure to return the MSAT Program Acceptance of Recommendation for Admission by the date stated in the letter may result in a withdrawal of the MSAT Program Recommendation for Admissions and the applicant may no longer be considered for admissions.

### MSAT PROGRAM RECOMMENDATION FOR ADMISSIONS WAITLIST

If the MSAT Program has filled all cohort seats and there are applicants who are deemed acceptable applicants and would be offered admissions if there was an available seat, the applicants will be offered to be added to the MSAT Program Recommendation for Admission Waitlist ([Appendix D](#)). If a cohort seat becomes available before the start of the program, the program will reach out to the first applicant on the waitlist and offer the applicant a recommendation for admissions. Applicants will be selected from the waitlist to be offered admissions in the order applicants were placed on the waitlist.

## MSAT PROGRAM DECLINATION OF RECOMMENDATION FOR ADMISSIONS

Applicants who interview for admissions to the MSAT Program, and the MSAT Program Admissions Committee decides to not offer a recommendation for admissions, will be sent a MSAT Program Declination of Recommendation for Admissions ([Appendix E](#)). Declination of admissions may not include reasons for declination. Applicants sent a declination of admissions will not be eligible for admission for the rest of admissions cycle but may apply for future admissions cycles if they wish.

## MSAT PROGRAM APPLICANT ACCEPTANCE OF RECOMMENDATION FOR ADMISSIONS

Applicants offered a MSAT Program Recommendation for Admissions wishes to accept the offer, are required to return the MSAT Program Applicant Acceptance of Recommendation for Admissions ([Appendix F](#)). Acceptance must be returned to the program by the post-marked due date, or the acceptance will be considered void. A new MSAT Program Acceptance of Recommendation for Admissions may not be granted.

## MSAT PROGRAM APPLICANT DECLINATION OF RECOMMENDATION OF ADMISSIONS OFFER

If an applicant is offered a MSAT Program Recommendation of Admissions and does not wish to accept, the applicant is asked to return the MSAT Program Declination of Recommendation of Admissions ([Appendix G](#)) to document the declination.

## TRANSFER INFORMATION

Applicants are not permitted to transfer into Radford University's MSAT Program. The MSAT Program follows a specific course sequence and standard alignment to meet CAATE accreditation standards and this sequence is not modifiable. Students wishing to gain admission to the MSAT Program must follow the Admissions Policy and Criteria. There is no guarantee of acceptance to 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 can anticipate costs associated with the MSAT Program may be higher than other graduate programs. In addition to the traditional costs for classroom supplies, students can anticipate the additional approximate cost requirements. Students must complete the Acknowledgement of Expected Program Costs ([Appendix H](#)). The MSAT Program attempts to list all expected costs but there may be unexpected costs not listed. When possible, the program attempts to alleviate the amount of fees students are required to pay upfront, therefore, fees may be covered by the program or embedded as course fees.

1. Graduate application fee	\$ 50
2. AT Tracking System [TK20 currently], Liability Insurance	\$150
3. Parking permit for on campus parking (per academic year)	\$150
4. Portable video recording device/personal mobile phone	\$100
5. Expendable and non-expendable educational supplies such as athletic tape, stethoscopes, and other tools used in injury evaluation and treatment	\$150
6. Textbooks (The MSAT Program text rental program attempts to cover all text costs)	\$1500
7. Clothing required for clinical experiences*	\$50-\$200
8. Transportation cost (i.e., gas money for clinical assignments, this is highly dependent on clinical assignment, the MSAT Program makes all	\$150

attempts to minimize student travel)	
9. Criminal Background Checks and Drug Testing (may incur cost per clinical experience assignment)	\$75
10. CPR & First Aid recertification cost at beginning of program and upon exit	\$10
11. Professional Fees (membership to NATA, VATA, etc. yearly)	\$100-\$200
12. Travel and accommodations to professional conferences	\$200
13. Clinical experience immunization requirements	varies
14. Post Exposure Medical Costs (dependent upon insurance)	varies
15. Board of Certification (BOC) Review Test Fees	\$35-\$60
16. Board of Certification (BOC) Exam Costs	\$450
17. Graduation Regalia (dependent on preference and purchase or rental options)	varies
18. Housing, students are responsible for on-campus or local housing (suggested to be no more than 30 minutes away), food, and any other living or personal needs.	

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

## GETTING STARTED AT RU

### STUDENT ID AND PARKING

Your student picture ID and parking permit can be obtained from Parking Services located in Heth Hall 152 during regular business hours, Monday-Friday 8:00 am-4:30 pm. You will need an ID to check out books from McConnell Library or the Teaching Resource Center in Peters Hall, and for other uses. You can purchase a parking pass online, calling (540) 831-6361 or (540) 831-6330 or by emailing Parking Services.

### ACTIVATING YOUR RU ACCOUNT

All Radford University students, faculty, and staff are provided a OneCampus account. This account will provide you with access to a variety of campus resources. Before you can begin using your account, you may have to Claim/Activate it. In addition, OneCampus allows you to access all your student information. You can do everything from checking your grades to financial aid information, and much more. Feel free to check out all that is available to you as a student!

## SECTION II: PROGRAM ACADEMIC POLICIES

Students are required to always adhere to the Program Academic Policies throughout the duration of the program. Failure or refusal to do so will result in disciplinary actions including but not limited to probation, suspension, or program removal policies.

### ACADEMIC EXPECTATIONS

Pursuing a master's degree is different from pursuing an undergraduate degree. There is a difference in the level, quality, and amount of academic work expected by the faculty. Students are expected to assume a great deal of responsibility and self-direction in the graduate program. Students must read widely and stay informed of important issues.

Some of the specific Radford University Master of Science in Athletic Training Program graduate student expectations are as follows:

- Exhibit a higher level of critical thinking skills than those required in undergraduate school. These skills include: analysis, integration of knowledge from different sources, integration of knowledge with practice, synthesis of knowledge, and the ability to critique and support those criticisms. Papers that contain no synthesis or analysis are not acceptable;
- Produce high quality written and oral work; i.e., professional-level presentations in class and papers relatively free of spelling errors, grammatical errors, punctuation errors, and syntax problems. Students adhere to the Publication Manual of the American Psychological Association (APA). The faculty expect the student's best work on every assignment;
- Submit papers and other course related coursework on time. It is the student's responsibility to set a schedule that will meet the demands of course work, graduate assistantship, and other professional and personal responsibilities;
- Attend classes. In many classes, the discussion and interchange between the students and professor or among the students is as valuable as formal presentations by the professor. It is inappropriate to leave classes early. The faculty expects every student to attend every class, and;
- Exhibit a high level of professional behavior; i.e., behavior that reflects the student's responsibility to self and others. When involved in group projects, students must demonstrate responsibility by participating fully and in a timely and professional fashion.

### MSAT PROGRAM CALENDAR

The MSAT Program calendar provides information on important dates throughout the course of the program for students' information. This calendar is not exhaustive and is updated as any new information becomes available. Students are provided the calendar and added to a Microsoft Outlook calendar upon admissions.

### MSAT STUDENT ORIENTATION REQUIREMENTS

All incoming cohorts must attend the MSAT Student Orientation, scheduled three working days before the first full week of June (date varies, the Wednesday, Thursday, and Friday before the start of Summer I, Summer III session courses in June but will vary year to year). Exact dates and times will be provided in the MSAT Program Applicant Acceptance of Recommendation for Admissions. Students will receive the MSAT Student Orientation Agenda (Appendix I) the Monday before the first full week in June (this may change from year to year, students will receive an agenda two business days before the start of orientation).

During orientation students will:

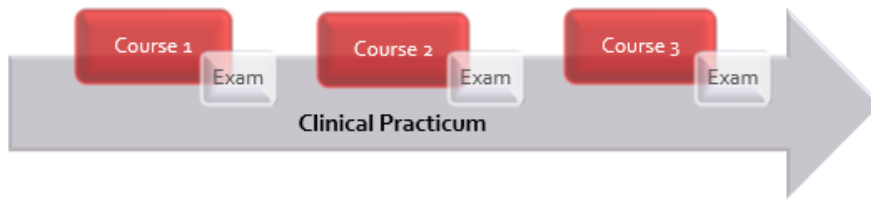
1. Review the MSAT Program Student Handbook
2. Sign all MSAT Program Student Handbook acknowledgements and understanding of policies. Including but not limited to:
  - a. MSAT Program Student Handbook Acknowledgement & Understanding ([Appendix A](#))
    - i. Radford University's Discrimination & Harassment Policy
    - ii. MSAT Program OSHA, Blood-Borne Pathogen, Communicable Disease Policies Acknowledgement & Understanding
  - b. MSAT Program Expected Program Costs ([Appendix H](#))
  - c. MSAT Program Requirements for Matriculation & to Maintain Good Academic Standing ([Appendix K](#))
  - d. Radford University's Academic Honor Pledge & Understanding of Standards of Student Conduct ([Appendix M](#))
  - e. MSAT Program Student Behavior Expectations Policy Acknowledgement & Understanding ([Appendix N](#))
  - f. MSAT Program Social Media Policy Acknowledgement & Understanding ([Appendix O](#))
  - g. MSAT Program Confidentiality, FERPA, & HIPAA Policies Acknowledgement & Understanding ([Appendix P](#))
  - h. MSAT Program Student Disciplinary Action Policies Acknowledgement & Understanding ([Appendix Q](#))
  - i. MSAT Program Student Liability Insurance Policy Acknowledgement & Understanding ([Appendix R](#))
  - j. MSAT Program Technical Standards Policy Acknowledgement & Understanding ([Appendix S](#))
  - k. MSAT Program Outside Employment Policy ([Appendix T](#))
  - l. Board of Certification Standards of Professional Practice v. 3.4 ([Appendix V](#))
  - m. Board of Certification Professional Responsibility ([Appendix W](#))
3. Complete all assessments and surveys
4. Be provided and review the MSAT Program Clinical Experience binder (used for the duration of the program)
5. Be introduced to various stakeholders such as program faculty, department chair, college dean, clinical preceptors, director of Teaching Resource Center (TRC), and IT support staff, department administrative assistant, and any other stakeholders students will interact with during the program.
6. Tour on-campus facilities such as Peters Hall, Parking, Police Station, Dining Hall, Bookstore, Graduate School, Financial Aid, Registrar's, Student Accounts, Library, the Bonnie, student gym, and on-campus Clinical Education facilities.
7. Question and answer session
8. Evidence-Based Practice (EBP) Review

## MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM CURRICULUM

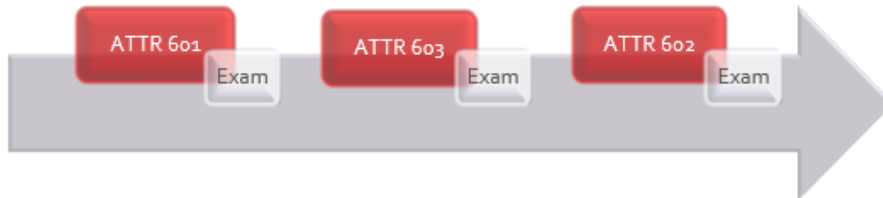
The MSAT Program follows a specific course sequence, therefore, disruption to a student's progression (i.e., course grade, course failure or incompleteness, student behavior, violations of the Standards of Student Conduct, etc.) will result in disruption of the student's progression.

# COURSE SEQUENCE

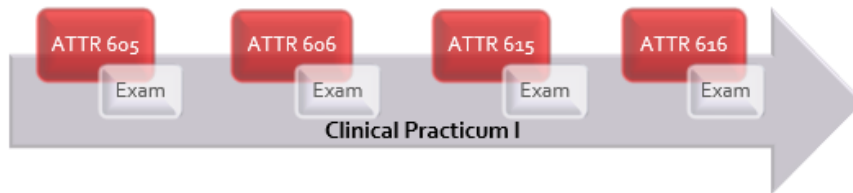
## EXAMPLE



## YEAR I: SUMMER I (START OF MSAT PROGRAM)



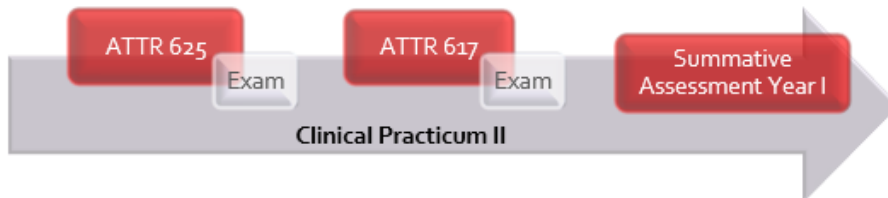
## YEAR I: FALL I



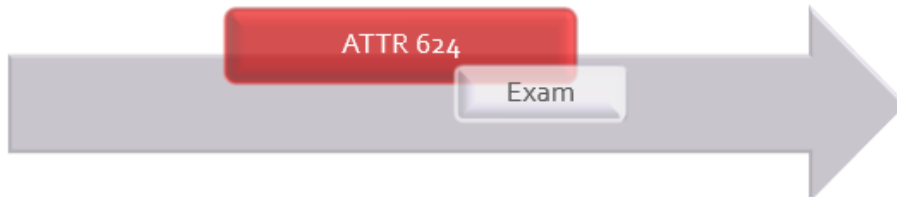
## YEAR I: WINTER I



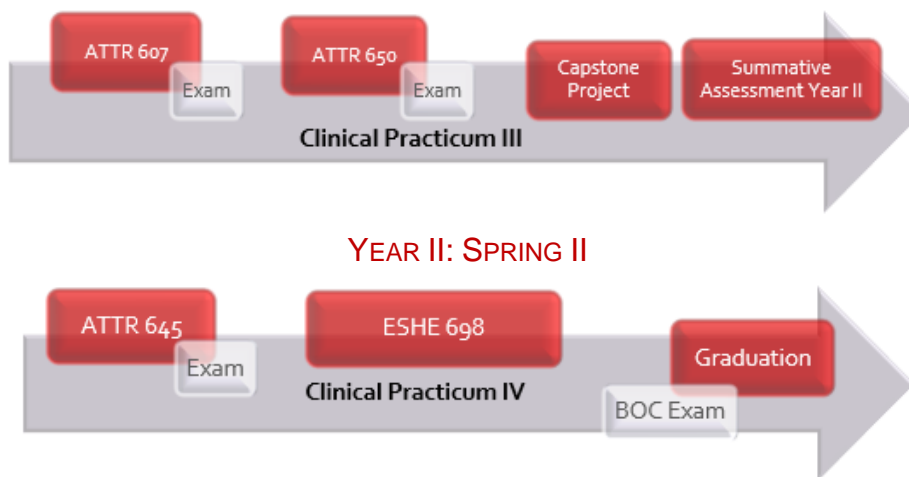
## YEAR I: SPRING I



## YEAR II: SUMMER II



## YEAR II: FALL II



## CURRICULUM PLAN

Summer I	ATTR 603	Pathophysiology	3
	ATTR 601	Foundational Concepts in Athletic Training	3
	ATTR 602	Emergency Care and Planning	3
Fall I	ATTR 605	Assessment I: Lower Extremity Evaluation	3
	ATTR 606	Therapeutic Interventions I	3
	ATTR 615	Assessment I: Upper Extremity Evaluation	3
	ATTR 610	Practicum I	3
Winter I	ATTR 614	Competency-Based Assessment	3
Spring I	ATTR 616	Therapeutic Interventions II	3
	ATTR 625	Assessment and Therapeutic Intervention III: Head, Neck, Spine	3
	ATTR 617	General Medical Assessment	3
	ATTR 620	Practicum II	3
Summer II	ATTR 624	Competency-Based Assessment	3
Fall II	ESHE 650	Research Methods	3
	ATTR 607	Organization and Administration	3
	ATTR 630	Practicum III	3
Spring II	ATTR 645	Seminar in Athletic Training	3
	ESHE 698	Graduate Project	3
	ATTR 640	Practicum IV	6

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60CH

## COURSE DESCRIPTIONS

Course syllabi, evaluation rubrics, and forms can be provided upon request and are found in each course's D2L course shell.

## DIDACTIC COURSES



### **ATTR 601**

Students will receive introduction to the athletic training profession, the role, and scope of the athletic trainer as a healthcare provider. Students will receive both didactic and psychomotor skill instruction of medical documentation; the comprehensive pre-participation examination process; selection, fabrication, and/or customization of prophylactic, assistive, and restrictive devices; and the selection, fit, and removal of protective equipment to minimize the risk of injury or reinjury. Lecture 2 hours/Lab 4 hours. Lab supplies may be required at the expense of the student. This is a hybrid course.

### **ATTR 602**

Students will be instructed on the development, implementation, and revision of policies and procedures that pertain to the prevention, preparedness, and response to medical emergencies and other critical incidents commonly encountered by athletic trainers in various settings. Students will be instructed on monitoring and evaluating environmental conditions to make appropriate recommendations to start, stop, or modify activity to prevent environmental illness or injury. Lecture 2 hours/Lab 2 hours. Lab supplies may be required at the expense of the student. This is a hybrid course.

### **ATTR 603**

Students will be instructed on the human anatomic structure and function necessary for athletic trainers to prevent, treat, and care for injuries. Students will be instructed on the pathophysiology and pathomechanics of common injuries encountered by athletic trainers and healing timeframes of anatomic structures. Students will develop appropriate communication methods for various stakeholders. Students will demonstrate use of various models of function and disability. Lecture 3 hours/Lab 2 hours. Lab supplies may be required at the expense of the student. This is a hybrid course.

### **ATTR 605**

Students will receive both didactic and psychomotor instruction in the evaluation process including anatomy, injury recognition, muscle and range of motion testing, special tests, and diagnostic testing to perform a complete and thorough assessment on injuries commonly treated by athletic trainers. Students will practice evaluation skills and techniques through laboratory activities and participate in peer evaluation. Students will receive instruction on establishing working relationships with other healthcare providers including directing or collaborating physicians. This course will focus on the lower extremity. Lecture 2 hours/Lab 3 hours. Lab supplies may be required at the expense of the student. Traditional course with the potential of some online components to accommodate clinical experience and student travel.

### **ATTR 615**

Students will receive both didactic and psychomotor instruction in the evaluation process including anatomy, injury recognition, muscle and range of motion testing, special tests, and diagnostic testing to perform a complete and thorough assessment on injuries commonly treated by athletic trainers. Students will practice evaluation skills and techniques through laboratory activities and participate in peer-evaluation. Students will receive instruction on establishing working relationships with other healthcare providers including directing or collaborating physicians. This course will focus on the upper extremity. Lecture 2 hours/Lab 3 hours. Lab supplies may be required at the expense of the student. Traditional course with the potential of some online components to accommodate clinical experience requirements and student travel.

### **ATTR 625**

Students will receive both didactic and psychomotor instruction in the evaluation process including anatomy, injury recognition, muscle and range of motion testing, special tests, and diagnostic testing to perform a complete and thorough assessment on injuries commonly treated by athletic trainers.



Students will practice evaluation skills and techniques through laboratory activities and participate in peer-evaluation. Students will receive instruction on establishing working relationships with other healthcare providers including directing or collaborating physicians. Students will learn to how to advocate and incorporate patient education for the health needs of clients, patients, communities, and populations commonly involved with the interactions of athletic trainers. Students will receive both didactic and psychomotor instruction on developing care plans for various therapeutic interventions, preventative measures, concepts, and protocols. Students will learn how to use systems of quality assurance and improvement to enhance client/patient care. This course will focus on the head, neck, and spine. Lecture 2 hours/Lab 3 hours. Lab supplies may be required at the expense of the student. Traditional course with the potential of some online components to accommodate clinical experience requirements and student travel.

### **ATTR 606**

Students will learn to how to advocate and incorporate patient education for the health needs of clients, patients, communities, and populations commonly involved with the interactions of athletic trainers. Students will receive both didactic and psychomotor instruction on developing care plans for various therapeutic interventions, preventative measures, concepts, and protocols. Students will learn how to use systems of quality assurance and improvement to enhance client/patient care. This course will focus on the lower extremity. Lecture 2 hours/Lab 3 hours. Lab supplies may be required at the expense of the student. Traditional course with the potential of some online components to accommodate clinical experience requirements and student travel.

### **ATTR 616**

Students will learn to how to advocate and incorporate patient education for the health needs of clients, patients, communities, and populations commonly involved with the interactions of athletic trainers. Students will receive both didactic and psychomotor instruction on developing care plans for various therapeutic interventions, preventative measures, concepts, and protocols. Students will learn how to use systems of quality assurance and improvement to enhance client/patient care. This course will focus on the upper extremity. Lecture 2 hours/Lab 3 hours. Lab supplies may be required at the expense of the student. Traditional course with the potential of some online components to accommodate clinical experience requirements and student travel.

### **ATTR 607**

Students will receive instruction on the administrative concepts and organizational skills and abilities that are required of athletic trainers in a variety of healthcare settings. Students will be instructed on how to identify health care delivery strategies that account for health literacy. Students will be instructed on how to practice health care in a manner that is compliant with the Board of Certification Standards of Professional Practice and other governing bodies. Students will be instructed on administrative management duties and the use of comprehensive patient-file management systems. Students will be instructed on development and management of policies and procedures to guide operation of athletic training services. Lecture 3 hours. This is a hybrid asynchronous online course.

### **ATTR 645**

Students will receive preparation for the Board of Certification Exam and be instructed on the requirements and expectations of newly certified athletic trainers into the profession for graduating students. Students will receive preparation for entering the athletic training workforce and practicing in a manner that is congruent with the ethical standards of the profession. Student will be introduced and instructed on self-assessing professional competence and create professional development plans according to personal and professional goals and requirements. Students will be introduced and instructed on advocating for the profession. Lecture 3 hours. This is a hybrid asynchronous course.

### ESHE 650

Students will receive introduction to various types of research and method processes. Students will explore different areas of research and requirements to assist them in building their own research in future courses. Students will learn how to use evidence-based practices to guide them in their research. By the end of the course students will have completed constructing the methodology portion their research study. Lecture 3 hours. This is a hybrid asynchronous online course.

### ESHE 698

Students will receive supervision in the development of a one-semester scholarly, entrepreneurial, or administrative project that synthesizes the student's educational and clinical experiences. Topics for projects are chosen collaboratively by the student and a program faculty member. Final project will be presented in a student forum and submission to a scholarly publication is required. Lecture 3 hours. This is a hybrid asynchronous online course.

### ATTR 617

Students will demonstrate skill in collaborating and establishing a working relationship with a directing physician and other health care and wellness professionals. Students will be introduced and instructed on performing an examination (and evaluation techniques) to formulate a diagnosis and plan of care for patients with general medical health conditions commonly seen in the athletic training practice. Students will be introduced and instructed on performing or obtaining the necessary and appropriate diagnostic or laboratory tests. Students will be introduced and instructed on developing and implementing strategies to mitigate the risk for long-term health conditions across the lifespan. Students will develop, implement, and revise policies and procedures to guide the daily operation of athletic training services. Lecture 2 hours/Lab 2 hours. Lab supplies may be required at the expense of the student. Traditional course with the potential of some online components to accommodate clinical experience requirements and student travel.

### ATTR 614

Students will research various position and consensus statements of the National Athletic Trainers' Association and evidence-based practices regarding how to provide athletic training services in a manner that informs practices including but not limited to nutritional concepts and general health and wellness for populations in which athletic trainers serve. This course is asynchronous online.

### ATTR 624

Students will research clinical outcomes assessment, anatomical and physiologic changes across the lifespan, care of behavioral health conditions, psychosocial issues related to health care, supplemental and performance enhancement drugs, and basic pharmacology as they pertain to athletic training. This course is asynchronous online.

## CLINICAL EDUCATION COURSES

### ATTR 610

This course is the *first of four clinical experience courses* of the MSAT Program's Clinical Education program. The Coordinator of Clinical Education (CCE) assigns students to the program's approved Clinical Preceptors in clinical settings where certified athletic trainers and/or medical doctors are employed. Clinical Preceptor(s) will work with students at assigned clinical experience sites(s) to provide students with opportunities to practice and apply athletic training knowledge and skills to various populations. Students will act under the direct supervision of qualified Clinical Preceptors (i.e., Certified Athletic Trainer [ATC] or M.D./D.O. credentialed health care professional; supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94 [CAATE 2020 std. 31, p. 27]).

Students will work with Clinical Preceptors to achieve competency in the “six general competencies adopted from the Accreditation Council for Graduate Medical Education (ACGME), and eight specialty competencies representing the specialty areas identified by the Council of Accreditation on Athletic Training Education (CAATE)” (The Athletic Training Milestones, 2019, p. 3). Students are required to act in accordance with the Board of Certification (BOC) Standards of Professional Practice, consisting of the I. Practice Standards and II. Code of Professional Responsibility; these criteria for professional practice are required for competent performance as a certified entry-level athletic trainer. Students must obtain Level 3 for concepts and skills of the milestones in both the didactic and psychomotor aspects of the program as a graduation requirement.

The clinical courses progress throughout the program as the students matriculate through supporting courses each semester. *Clinical Practicum I will reflect the knowledge and skills gained during prerequisite courses ATTR 601, ATTR 602, ATTR 603; and through co-requisite courses ATTR 605, ATTR 615, ATTR 606, ATTR 616.*

Due to the nature of different employment settings and responsibilities, travel is expected and determined by clinical experience placement. This is a hybrid asynchronous course. *This course requires a minimum of 140 hours of clinical experience education under the supervision of a clinical preceptor.*

### **ATTR 620**

This course is the *second of four clinical experience courses* of the MSAT Program’s Clinical Education program. The Coordinator of Clinical Education (CCE) assigns students to the program’s approved Clinical Preceptors in clinical settings where certified athletic trainers and/or medical doctors are employed. Clinical Preceptor(s) will work with students at assigned clinical experience sites(s) to provide students with opportunities to practice and apply athletic training knowledge and skills to various populations. Students will act under the direct supervision of qualified Clinical Preceptors (i.e., Certified Athletic Trainer [ATC] or M.D./D.O. credentialed health care professional; supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94 [CAATE 2020 std. 31, p. 27]).

Students will work with Clinical Preceptors to achieve competency in the “six general competencies adopted from the Accreditation Council for Graduate Medical Education (ACGME), and eight specialty competencies representing the specialty areas identified by the Council of Accreditation on Athletic Training Education (CAATE)” (The Athletic Training Milestones, 2019, p. 3). Students are required to act in accordance with the Board of Certification (BOC) Standards of Professional Practice, consisting of the I. Practice Standards and II. Code of Professional Responsibility; these criteria for professional practice are required for competent performance as a certified entry-level athletic trainer. Students must obtain Level 3 for concepts and skills of the milestones in both the didactic and psychomotor aspects of the program as a graduation requirement.

The clinical courses progress throughout the program as the students matriculate through supporting courses each semester. *Clinical Practicum II will reflect the knowledge and skills gained during prerequisite courses ATTR 615, ATTR 616, ATTR 610, ATTR 614 and co-requisite courses ATTR 617, ATTR 625.*

Due to the nature of different employment settings and responsibilities, travel is expected and determined by clinical experience placement. This is a hybrid asynchronous course. *This course requires a minimum of 180 hours of clinical experience education under the supervision of a clinical preceptor.*

## ATTR 630

This course is the *third of four clinical experience courses* of the MSAT Program's Clinical Education program. The Coordinator of Clinical Education (CCE) assigns students to the program's approved Clinical Preceptors in clinical settings where certified athletic trainers and/or medical doctors are employed. Clinical Preceptor(s) will work with students at assigned clinical experience sites(s) to provide students with opportunities to practice and apply athletic training knowledge and skills to various populations. Students will act under the direct supervision of qualified Clinical Preceptors (i.e., Certified Athletic Trainer [ATC] or M.D./D.O. credentialed health care professional; supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94 [CAATE 2020 std. 31, p. 27]).

Students will work with Clinical Preceptors to achieve competency in the "six general competencies adopted from the Accreditation Council for Graduate Medical Education (ACGME), and eight specialty competencies representing the specialty areas identified by the Council of Accreditation on Athletic Training Education (CAATE)" (The Athletic Training Milestones, 2019, p. 3). Students are required to act in accordance with the Board of Certification (BOC) Standards of Professional Practice, consisting of the I. Practice Standards and II. Code of Professional Responsibility; these criteria for professional practice are required for competent performance as a certified entry-level athletic trainer. Students must obtain Level 3 for concepts and skills of the milestones in both the didactic and psychomotor aspects of the program as a graduation requirement.

The clinical courses progress throughout the program as the students matriculate through supporting courses each semester. *Clinical Practicum III will reflect the knowledge and skills gained during prerequisite courses ATTR 625, ATTR 617, ATTR 620, ATTR 624 and co-requisite courses ATTR 650, ATTR 607.*

Due to the nature of different employment settings and responsibilities, travel is expected and determined by clinical experience placement. This is a hybrid asynchronous course. *This course requires a minimum of 180 hours of clinical experience education under the supervision of a clinical preceptor.*

## ATTR 640

This course is the *last of four clinical experience courses* of the MSAT Program's Clinical Education program. The Coordinator of Clinical Education (CCE) assigns students to the program's approved Clinical Preceptors in clinical settings where certified athletic trainers and/or medical doctors are employed. Clinical Preceptor(s) will work with students at assigned clinical experience sites(s) to provide students with opportunities to practice and apply athletic training knowledge and skills to various populations. Students will act under the direct supervision of qualified Clinical Preceptors (i.e., Certified Athletic Trainer [ATC] or M.D./D.O. credentialed health care professional; supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94 [CAATE 2020 std. 31, p. 27]).

Students will work with Clinical Preceptors to achieve competency in the "six general competencies adopted from the Accreditation Council for Graduate Medical Education (ACGME), and eight specialty competencies representing the specialty areas identified by the Council of Accreditation on Athletic Training Education (CAATE)" (The Athletic Training Milestones, 2019, p. 3). Students are required to act in accordance with the Board of Certification (BOC) Standards of Professional Practice, consisting of the I. Practice Standards and II. Code of Professional Responsibility; these criteria for professional practice are required for competent performance as a certified entry-level



athletic trainer. Students must obtain Level 3 for concepts and skills of the milestones in both the didactic and psychomotor aspects of the program as a graduation requirement.

“The clinical education component [of this course] includes at least one athletic training immersive clinical experience. An athletic training immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period)” CAATE 2020 std. 16, p. 20.

The clinical courses progress throughout the program as the students matriculate through supporting courses each semester. *Clinical Practicum IV will reflect the knowledge and skills gained during prerequisite courses ATTR 650, ATTR 607, ATTR 630 and co-requisite courses ATTR 645, ATTR 698.*

Due to the nature of different employment settings and responsibilities, travel is expected and determined by clinical experience placement. This is a hybrid asynchronous course. *This course requires a minimum of 400 hours of clinical experience education under the supervision of a clinical preceptor.*

### SUMMER BREAK REMINDER FORM

During Spring I, all students will receive a Summer Break Reminder Form ([Appendix J](#)). This communication will provide reminders for students to complete or work on during Summer II while they are enrolled in Summer III session for ATTR 624. Students will participate in completing this form and constructing personal goals over the summer break.

### PROGRAM MATRICULATION

Students of the MSAT Program are expected to make satisfactory academic and clinical education progress. Students must possess the required academic ability, technical expertise, character, and professional demeanor for success in the athletic training profession. Failure to meet programmatic requirements and maintain good standing will result in Conditional Suspension of Progression or removal from the MSAT Program.

### CRITERIA FOR PROGRAM MATRICULATION / REQUIREMENTS TO MAINTAIN GOOD STANDING

Students must meet the following requirements to matriculate through the program ([Appendix K](#)):

1. Maintain a cumulative GPA of a 3.0 out of 4.0 or better throughout the duration of the MSAT Program.
  - Earn a grade of “B” (80-89%) or above in all courses. Students are allowed two course immunities of a “C” (70-79%) throughout the duration of the program. *Due to the increased credit awarded, a student cannot earn below a “B” (80-89%) in ATTR 640 Clinical Practicum IV during the Spring II semester.*
2. Earn “2” or above on AT Milestones, Interpersonal & Communication Skills and Professionalism ([Appendix U](#)), evaluated at clinical experience sites; and/or earn “3” on all AT Milestones, Interpersonal & Communication Skills and Professionalism by the end of the Program. *\*Students are expected to work to earn “3”s during the semester on all milestones assessed. **Students must earn a “3” on all AT Milestones as a requirement for graduation.***
3. Successful completion of assigned clinical education site requirements and associated paperwork.
4. Earn a C or above on programmatic formative and summative evaluations
5. Successful completion of all remediation plans (if applicable)

6. Maintain current CPR certification through the American Red Cross or the American Heart Association or equivalent agency.
7. Maintain National Athletic Trainers' Association (NATA) student membership.
8. MSAT Program Student Handbook Acknowledgement & Understanding ([Appendix A](#)) (yearly)
  - a. Radford University's Discrimination & Harassment Policy (yearly)
  - b. MSAT Program OSHA, Blood-Borne Pathogen, Communicable Disease Policies Acknowledgement & Understanding (yearly)
9. MSAT Program Expected Program Costs ([Appendix H](#)) (yearly)
10. MSAT Program Requirements for Matriculation & to Maintain Good Academic Standing ([Appendix K](#)) (yearly)
11. Radford University's Academic Honor Pledge & Understanding of Standards of Student Conduct ([Appendix M](#)) (yearly)
12. MSAT Program Student Behavior Expectations Policy Acknowledgement & Understanding ([Appendix N](#)) (yearly)
13. MSAT Program Social Media Policy Acknowledgement & Understanding ([Appendix O](#)) (yearly)
14. MSAT Program Confidentiality, FERPA, & HIPAA Policies Acknowledgement & Understanding ([Appendix P](#)) (yearly)
15. MSAT Program Student Disciplinary Action Policies Acknowledgement & Understanding ([Appendix Q](#)) (yearly)
16. MSAT Program Student Liability Insurance Policy Acknowledgement & Understanding ([Appendix R](#)) (yearly)
17. MSAT Program Technical Standards Policy Acknowledgement & Understanding ([Appendix S](#)) (yearly)
18. MSAT Program Outside Employment Policy ([Appendix T](#)) (yearly)
19. Board of Certification Standards of Professional Practice v. 3.4 ([Appendix V](#)) (yearly)
20. Board of Certification Professional Responsibility ([Appendix W](#)) (yearly)

## REPERCUSSIONS FOR FAILURE TO MEET CRITERIA FOR PROGRAM MATRICULATION

### 1. Course GPA & Grade Requirements

Students are required to maintain a cumulative GPA of 3.0 out of 4.0 throughout the program. **AND** to maintain a 3.0 cumulative GPA, students must earn a "B" (80-89%) or better in all courses. Students are not allowed more than two course grades below a "B" (80-89%) but not lower than a "C" (70-79%). *Due to the increased credit awarded, a student cannot earn below a "B" (80-89%) in ATTR 640 Clinical Practicum IV.*

#### A. Failure to Maintain GPA & Grade Requirements

##### Probation

- i. If a student's GPA drops below a 3.0 due to two course grades below a "B" (80-89%) but not lower than a "C" (70-79%), the student **may** be placed on probation for the following Fall or Spring semester.
  - Failure to maintain grades of "B" (80-89%) or better in all courses during the final, Spring II semester, may result in the student not being allowed to graduate. If granted a Conditional Suspension of Progress, in the student being removed from the program for the duration of a full calendar year and being readmitted at the beginning of the subsequent Spring II semester.
  - If a student is not offered a Conditional Suspension of Progress the student will be removed from the program and will not graduate from the MSAT Program and therefore, unable to act as a certified athletic trainer regardless of successful completion of the BOC Exam previously in the Spring II semester.
    - The BOC will be notified if either of the above situations occur, where a student has already sat and successfully completed the

BOC Exam and then fails to pass any course in the Spring II semester. Whether or not the student has to re-take the BOC Exam, if granted a Conditional Suspension of Progress, is the decision of the BOC and not the MSAT Program.

- If a nontraditional/intersession semester (i.e., Winter/Summer) is between the student's current semester (semester of grade/GPA infraction) and the subsequent semester of probation (Fall/Spring), the student must earn a grade of "B" (80-89%) or higher during the nontraditional/intersession semester before the semester of probation.
  - If a student fails to earn a passing grade of "B" (80-89%) or higher during the nontraditional/intersession semester the student will be removed from the program.

ii. If placed on probation, the student must increase the GPA back to a 3.0 during the probation period while completing a mandatory remediation plan. This means a student must earn at least one "A" (90%+) and the rest "B's" (80-89%) during the probation period to pull their GPA back up to a 3.0. *A student cannot earn below a "B" (80-89%) in ATTR 640 Clinical Practicum IV.*

- **The offer of probation can be granted twice, if at all, throughout the duration of the program, per student, for any infraction.**
- The offer of probation **may not** be granted to every student and will be handled on a case-by-case basis. If the offer of probation is not granted, the student will be removed from the program, readmittance to the program will not be offered.

B. Failure to Increase GPA to 3.0 during one semester of probation  
Conditional Suspension of Progress

A. If a student is placed on probation for a semester and is unable to increase the GPA to a 3.0 during the semester of probation by not earning at least one course grade of an "A" (90%+) and the rest of the course grades of a "B" (80-89%), but no course grade less than a "B" (80-89%) and/or the student fails to successfully complete the remediation plan assigned to them during the semester of probation; the student **may** be offered a Conditional Suspension of Progress.

B. **OR** If a student is placed on probation for a semester and is unable to increase the GPA to a 3.0 during the semester of probation by earning one course grade below a "B" (80-89%), and/or the student fails to successfully complete the remediation plan assigned to them during the semester of probation; the student **may** be offered a Conditional Suspension of Progress.

- **The offer of Conditional Suspension of Progress is only granted once, if at all, throughout the duration of the program, per student, for any infraction.**
- If offered Conditional Suspension of Progress and the terms are not completed by re-entry into the program, the student will be removed from the program permanently. Upon return from the Conditional Suspension of Progress the student will have to maintain the necessary grades to maintain a GPA of 3.0 for the duration of the program.
- The offer of Conditional Suspension of Progress **may not** be granted to every student and will be handled on a case-by-case basis. If the offer of Conditional Suspension of Progress is not granted, the student will be removed from the program, readmittance to the program will not be offered.

C. Failure to Maintain GPA & Grade Requirements **OR** Failure to Increase GPA to 3.0 during one semester of probation

### Removal from the MSAT Program

- i. If a student earned more than one “C” (70-79%) during a semester,  
**OR** a student earned a “C” (70-79%) during the semester of probation,  
**OR** a student earns another “C” (70-79%) after successfully returning from probation
- ii. If a student is removed from the program, readmittance to the program will not be offered.

## 2. Failure to earn “2” or above on AT Milestones Interpersonal & Communication Skills (ICS) and Professionalism (PROF), ([Appendix U](#)), evaluated at clinical experience sites, will result in one of the following options:

*\*Students are expected to work to earn “3”s during the semester on all milestones assessed.*

**Students must earn a “3” on all AT Milestones as a requirement for graduation.**

### A. Failure to Maintain Earn “2” or above on AT Milestones ICS and/or PROF

- i. **if offered**, the student will be placed on **probation** for the following semester and must earn scores of “3” on all assessed AT Milestones Interpersonal & Communication Skills (ICS) and Professionalism (PROF) during the semester of probation with the same Clinical Preceptor
- ii. **if offered**, the student will be placed on **Conditional Suspension of Progress**, upon return the student must earn average scores of “3” on all assessed AT Milestones Interpersonal & Communication Skills (ICS) and Professionalism (PROF) during the semester of return with the same Clinical Preceptor and throughout the duration of the program
- iii. if this is a repeat violation, the student will be permanently removed from the program
  - If the student is removed from the program for any reason, readmittance will not be offered.

## UNIVERSITY ACADEMIC POLICIES FROM REGISTRAR’S OFFICE

The Registrar’s Office is responsible for maintaining transcripts, grades, enrollment verifications, commencement, the course catalog, scheduling classes, and student registration.

### REGISTRATION

The [Registrar’s Office](#) is located in Heth Hall, room 105 on main campus. “All graduate students will begin registering the first day of registration and can register through the census date of the given term” ([Registrar’s Student Registration Webpage, April, 2022](#)). MSAT Students are automatically registered for each term (See [Program Advising & Registration Policy](#)). If a student has any questions about registration, the Registrar’s Office provides a [General Registration Information FAQs](#) page. If the FAQs do not provide the student with the information they need, they are encouraged to speak with the Director of the MSAT Program. If answers cannot be sufficiently answered by the program director, the information will be found for the student and then communicated back to the student in a timely manner, or the student will be referred to contact the Registrar’s Office via [email](#) or phone at 540-831-5271.

### WITHDRAWAL, READMISSION, AND ACADEMIC LEAVE

The MSAT Program follows policies concerning [withdrawal from all courses for graduate students](#), though all MSAT students are encouraged to discuss withdrawing from all courses with the Director of the MSAT Program before initiating the action as the MSAT Program does not allow for readmission into the program. Students are not permitted to withdrawal from one or more classes but not all classes. If a student wishes to take academic leave from the MSAT Program, this must be discussed with and approved by the Director of the MSAT Program before initiating the action as the MSAT Program only allows academic leave if it is approved prior. Academic leave is only granted to



students who the Director of the MSAT Program determines will benefit from said leave due to circumstances outside of the student's control.

## TRANSCRIPTS & ENROLLMENT VERIFICATION

Transcript Requests can be initiated by students wanting an official copy of their transcripts, for themselves or to be sent to someone else, through OneCampus. There are fees for requesting transcripts found on the Registrar's webpage for transcript requests. Online payments can only be made using a major credit/debit card. If a student has questions about their transcripts, they can email a Transcript Specialist or contact them via phone at 540-831-5271. Enrollment verifications can be requested through OneCampus also. If a student does not need official transcripts, unofficial transcripts can be printed from running a degree audit in OneCampus with no associated cost.

## GRADUATE CATALOG

Every cohort will have their own University Graduate Catalog corresponding to their entry academic year. The most current, 2023-2024 Graduate Catalog is now available.

## NAME CHANGE

A student needing to change their name can submit a Name Change form, this is conducted through the Registrar's Office.

## RESOURCES FOR VETERANS

The Registrar's Office provides Resources and Information for Veterans.

## PROGRAM FORMATIVE & SUMMATIVE ASSESSMENT POLICY & GUIDELINES

The MSAT Program is invested in each student's academic performance and success. A student's academic performance is tracked, through various measures, during the program. When a student's academic performance drops below MSAT expectations, that student is provided assistance to remedy the reason for the dip in academic performance. One way we track student performance is through Formative and Summative Assessments. Program assessments replicate the format of the BOC Certification Exam to familiarize students to the unique format of the exam. A schedule of current formative and summative assessments is provided on the MSAT Program Calendar. The MSAT Program faculty do their best to prepare students to successfully complete all assessments.

## FORMATIVE ASSESSMENTS

Formative Assessments are assessments used to inform the program on where a student's performance is currently in understanding and applying content throughout the program through objective data. Formative assessments are assessments where students are expected to perform their best, but the resulting score is used only as a measurement of a student's level of understanding and application of content and is not recorded as a graded assessment in the program. Data provided by these assessments assist the program in providing support through various forms focused on improving understanding and application of specific content area(s). One avenue utilized to provide support is through the use of individualized Remediation Plans. Formative assessments are program requirements and not associated with a course grade. Students are required to complete all Formative Assessments and refusal to complete an assessment will result in the student's removal from the program.

## SUMMATIVE ASSESSMENTS

Summative assessments assess students' level of understanding and application of previously learned content in the program as a whole and may not be connected to a certain course, similar to the Formative Assessments. Summative Assessments, also a program requirement, are assessments students must successfully complete with a score of 70% or higher to continue to matriculation in the program. A student must successfully complete all Summative Assessments to maintain standing in the program. If a student does not complete a Summative Assessment with a score of 70% or higher, they are not able to continue to the next semester and are removed from the program.

The program employs summative assessments as an avenue to remove a student from the program who is not academically prepared to continue in the program at that time. The cumulating exam of an Athletic Trainer is the BOC Exam. As a program philosophy, it is not a morally sound practice to allow a student to continue in the MSAT Program when the student is not able to demonstrate understanding and application of program content. The MSAT Faculty would rather remove a student early in the program to allow the student time to step away and reassess their goals; rather than allow a student to continue with little prospect of meeting academic performance standards. Without the ability to successfully complete the BOC Exam, a student is unable to use the MSAT degree to become employed as a certified athletic trainer and this barrier could be found as a waste of financial resources. More than ever the cost of higher education is exorbitant, and the program faculty are stewards of ensuring the MSAT degree is as affordable as possible, and not waste monetary resources of students unable to meet program benchmarks by permitting these students to continue to matriculate in the program.

## REMEDATION PLANS

Students' academic performance is monitored upon completion of every course, and at the end of every semester to ensure sufficient preparation for successful completion of the BOC Exam. A remediation plan ([Appendix L](#)) will be developed for any student who displays the need for improvement in a content area. The terms and requirements of remediation plans are individualized to each student and situation.

### REMEDATION PLAN STEPS

#### 1. Placement

Students who are having difficulty with content areas throughout the program will be placed into a remediation plan. Students can be identified as requiring remediation through performance on program formative assessments, course assessments, or other areas of performance not meeting program standards. Remediation plans are provided to students with a purpose and intent of improving a student's understanding and application of content areas of the program.

#### 2. Timeframe

- a. Students will continue in a remediation plan until the student's performance meets program standards for matriculation, for a period of at least four-weeks. Remediation plans can continue into subsequent semesters as needed, including winter and summer breaks. At the end of the minimum four-week remediation period, if the student is deemed ready to attempt the assessment again, the assessment will be scheduled.
- b. If at the end of the initial four-week period, a student is not deemed ready to repeat the assessment, the remediation plan will continue for a minimum of two additional weeks. Two weeks is the minimum time to continue a remediation plan and can exceed this minimum if deemed necessary by the faculty member and/or director of the MSAT Program.

### 3. Completion

- a. Successful completion of the remediation plan is a program requirement. A student who refuses to complete an assigned remediation plan will be removed from the program.
- b. If a student is unable to successfully complete a remediation plan and/or the repeat assessment successfully after an eight-week time period the student will be required to meet with program faculty to determine a course forward, including, but not limited to extending the plan or temporary/permanent removal from the program.

## PROGRAM COMPLETION & GRADUATION

Students who successfully matriculate through the MSAT Program by successful completion of all courses and program requirements will reach program completion and graduation at the end of two consecutive years, upon conclusion of the Spring II semester. To graduate, student must complete an application for graduation and meet all requirements set forth by the MSAT Program, the College of Graduate Studies, and Radford University. The MSAT Program Faculty only control the program's graduation requirements. It is the responsibility of the student to ensure completion of all other requirements for graduation. The Registrar's office offers Graduation FAQs for students. Students can email the Registrar's Office or the College of Graduate Studies with questions concerning graduation.

### CRITERIA FOR PROGRAM COMPLETION & GRADUATION

1. Cumulative GPA of 3.0 or better
2. Students must pass all MSAT courses with at least a "B" (80-89%) or better, with the exception of two course grades no lower than a "C" (70-79%), maintaining a 3.0 GPA or above
3. Earn a "3" on AT Milestones, evaluated at the clinical education site (Appendix U). *\*Students are expected to work to earn "3's" during the semester on all milestones assessed. **Students must earn a "3" on all AT Milestones as a requirement for graduation.***
4. Successful completion of all assigned clinical experiences and associated paperwork.
5. Earn a "C" (70-79%) or above on programmatic formative and summative evaluations
6. Successful completion of remediation plans (if applicable)
7. Maintain current CPR certification through the American Red Cross or the American Heart Association or equivalent agency.
8. Completion/Submission of Student Led Research Project (this project is student specific; all students must complete the project and some students may be required to submit to a journal or other publication, not publish their work)
9. Electronic Portfolio Completion
10. Acknowledgment and continued demonstration of the BOC Standards of Professional Practice v. 3.5 (Appendix V & Appendix W)
11. Acknowledgment and continued demonstration of the MSAT Program Technical Standards Policy (Appendix S)
12. Successful completion of the required 60 credit hours of graduate coursework outlined in the curriculum plan.
13. Completion of any College of Graduate Studies, Registrar's Office, or other university entity's requirements for graduation
14. Completion and submission of Graduate Studies' application for graduation and any associated fees

## APPEAL OF ACADEMIC GRADE AND/OR DECISION

## MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM DECISION APPEAL PROCESS/FILE OF FORMAL GRIEVANCE

All decision appeals, outside of a grade appeal, will fall into this appeal category. Students have the right to appeal program decisions made by the Director of the MSAT Program. As with the Grade Appeal Process, an appeal cannot be due to disagreement of a policy or procedure. "The...appeals procedure is designed to give the student the opportunity to correct an injustice. **It should be utilized only when the student contends that the [decision] is arbitrary or capricious. It is not to be used to challenge [a policy or procedure]**". "Arbitrary or capricious" implies that:

- a. A decision made concerning a violation of a policy or procedure has been made on the basis of something other than a student's performance, behaviors, or actions in the program; or
- b. Policies and procedures utilized in the determination of the student's performance, behaviors, or actions in the program are more exacting or demanding than those applied to other students in the program; or
- c. The decision is based upon standards that are significant, unannounced, and unreasonable departures from those articulated in the Master of Science in Athletic Training Program's Student Handbook, distributed at the beginning of the program.

-Adapted from the Office of Registrar Grade Appeal Procedures, April '20

If a student wishes to appeal to a decision of the MSAT Program, the following steps must be followed:

1. Review and understand the Graduate College Grievance Procedures, the student will need to decide to move forward with the informal or formal procedures. It is encouraged the student attempt to resolve the matter through the informal procedures when appropriate.
2. Complete the Graduate College Notice of Intent to File a Formal Grievance and submit the grievance via email within 72 hours of the decision that was made, in which the student wishes to file a formal grievance to the Director of the MSAT Program; and request a meeting to be schedule between 2-10 days after email submission.
3. At the scheduled meeting, the student, and the Director of the MSAT Program will discuss and attempt to resolve the grievance. At the end of the meeting...
  - a. If the grievance was resolved during the meeting, both the student and Director of the MSAT Program must electronically sign the Graduate College Notice of Intent to File a Grievance cover letter resolution option and forward it to the Chair of the Department of Health & Human Performance. The grievance is now settled and will be filed in the student's academic record electronically.
  - b. If the meeting was unable to produce a resolution, both the student and Director of the MSAT Program must electronically sign the Graduate College Notice of Intent to File a Grievance cover letter unresolved option. The grievance will now follow the procedures of the Graduate College Notice of Intent to File a Formal Grievance.

## GRADE APPEAL PROCESS

"The grade appeals procedure is designed to give the student the opportunity to correct an injustice. **It should be utilized only when the student contends that the final course grade assigned by the instructor is arbitrary or capricious. It is not to be used to challenge grades on individual assignments.**" "Arbitrary or capricious" implies that:

- a. The student has been assigned a grade on the basis of something other than his or her performance in the course; or
- b. Standards utilized in the determination of the student's grade are more exacting or demanding than those applied to other students in the course; or

- c. The grade is based upon standards that are significant, unannounced and unreasonable departures from those articulated in the course description distributed at the beginning of the course.”

-Office of Registrar Grade Appeal Procedures, April '20

1. If a student wishes to appeal **the final course grade** in the MSAT Program the student must request a meeting with the course instructor to discuss the warrant for appeal. **The Informal Appeal Process may be initiated no later the 15 class days of the following semester, including intersessions.** Students should understand, “a grade appeal is not appropriate when a student simply disagrees with the faculty member’s judgement about the quality of the student’s work” (Office of Registrar Grade Appeal Procedures, April 2020). If the course instructor does not approve the grade appeal, and the student still believes the grade is of an appealable nature, the student may then request a meeting with the Director of the MSAT Program. *At this time the course instructor will provide a written response to the grade appeal and forward it to the Director of the MSAT Program within five days and the student will complete the Notice of Intent to Formally Appeal a Grade online.*
2. Upon meeting with the Director of the MSAT Program, the student can then plead their reasoning that the grade is of appealable nature and not a disagreement on the quality of work of the student. If after the meeting with the program director, the student still believes the grade is of an appealable nature, the appeal will then follow the Office of Registrar Grade Appeal Procedures.

## STUDENT CONDUCT

“The Office of Student Standards and Conduct strives to protect the rights of all students; both students going through our conduct process, and those impacted by the actions of other students. We focus on holding students accountable, and helping students advocate for their own future success.” (Office of Student Standards and Conduct, April 2022)

Exclusions to the Standards of Student Conduct include, “Decisions of the Faculty: The Standards do not cover decisions made by the faculty in any academic program, department, or professional school as to the character or professional disposition required of a student for the purposes of awarding a degree or certificate, for continuation as a candidate for such degree or certificate, for eligibility to maintain an assistantship, or any other activity typically within the purview of the faculty. Therefore, such decisions are not subject to review within the procedures established in the Standards unless specifically stated within the Standards.” (Standards of Student Conduct, 6. Exclusions, p.21, April 2022)

Students are expected to read and understand the Standards. Students will be held to and expected to comply with the Radford University Standards of Student Conduct.

### Excerpt from: The Standards of Student Conduct Policy

#### 1. Purpose

##### A. Basis and Rationale for the Standards of Student Conduct

Radford University (University) is committed to fostering an environment that is; safe and secure; inclusive; and conducive to academic inquiry, free expression, student engagement, and student success. An academic community exists on the basis of shared values and principles. At the University, student members of the community are expected to uphold and abide by these values and principles that form the basis of the Standards of Student Conduct (Standards). These Standards are embodied within a set of core values that include integrity, fairness, respect, trust, freedom, community, and responsibility. When student members of the community fail to exemplify these values, student conduct proceedings are used to assert and uphold the Standards. All students are expected to assume responsibility for their conduct. The student conduct process exists to protect the



interests of the University community, and to educate and respond to those students whose behavior is not in accordance with the Standards.

## B. HONOR PLEDGE

Students are required to read and agree with the Student Honor Pledge at the beginning of each year of the MSAT Program by signing the Acknowledgement & Understanding of the Honor Pledge (Appendix M). The Honor Pledge states:

“The University Honor Pledge provides the foundation for a university community in which freedom, trust, and respect can prevail. In accepting admission to the University, each student makes a commitment to support and uphold the Honor Pledge without compromise or exception.

*I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards.” (Standards of Student Conduct, 1. Purpose, B. Honor Pledge, p.1, April 2022)*

## Excerpt from the Standard of Student Conduct Policy 4. Policy

### A. Standards of Classroom Behavior

The primary responsibility for managing the classroom environment rests with the faculty member. Students who engage in any prohibited acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer separations from a class must be preceded by a conduct conference or hearing as outlined in Section 5.C. Faculty members who encounter disruptive classroom behavior are encouraged to contact the Office of Student Standards and Conduct for guidance. A student dismissed from class may be required to meet with a College Dean, Department Chair, Program Director, the faculty member, or the Director, or designee, before the student is permitted to return to the class from which the student was directed to leave. Repeated or severe conduct may also be actionable under the Standards.

### C. General Provisions Excerpt

1. **Attempted Violations:** The University will treat attempts to commit any of the violations listed in the Standards as if those attempts had been completed.
2. **Online Misconduct:** Students are cautioned that they can be subject to the student conduct system for behavior occurring online, such as harassment delivered by email, or acts of bullying or discrimination posted in video form or on gossip sites accessed through University computing resources. Students must also be aware that information posted to blogs, webpages, social networking sites, such as Twitter and Facebook, or other online postings are in the public sphere and are not private. These postings can subject a student to allegations of Standards violations, if information supporting the existence of a Standards violation is posted online. Posting of indecent behavior (defined at Section 4.D.27.) on social media or using social media to bully another person is online misconduct. Transmitting images of indecent behavior or bullying via electronic media (e.g., email, text) is also online misconduct.

### D. Prohibited Conduct

1. **Falsification:** Knowingly furnishing, or causing to be furnished, false information to the University or to a University Official.
2. **Fabrication:** Inventing, altering, or falsifying any data, citation, or information or statements. Examples of fabrication include, but are not limited to, the following: citation of a primary source, which the student actually obtained from a secondary source; or invention or alteration of experimental data without appropriate documentation (such as statistical outliers). Fabrication relates to any academic exercise.
3. **Cheating:** Using unauthorized assistance, materials, study aids, or other information in any academic exercise. Examples of cheating include, but are not limited to, the following: using unapproved resources or assistance to complete an assignment, paper, project, quiz, or exam; collaborating without express faculty permission; and submitting the same, or substantially the same, paper to more than one course for academic credit without first obtaining the approval of faculty.
4. **Forgery:** Making, possessing, or using any forged, altered, or falsified document, record, or identification.
5. **Classroom disruption:** Any behavior that substantially interferes with the conduct of a class. Examples may include, but are not limited to, the following: persistent late arrivals or leaving early in a manner that disrupts the regular flow of the class; talking while the instructor is talking; speaking in class without first obtaining recognition and permission to speak; use of electronic equipment such as cell phones, computers, MP3 players, etc., in a manner that disrupts the class; or becoming belligerent or verbally abusive when confronted as a result of his/her inappropriate behavior.
6. **Possessing Unauthorized Materials/Stealing:** The unauthorized appropriation, possession, concealment, or use of University property or personal property of another without permission (including the possession of stolen property). Excessive use or abusive taking of complimentary materials or supplies provided for the benefit or consumption of the University community.
7. **Facilitation:** Helping another student commit, or attempt to commit, any academic integrity violation. An example of facilitation may include circulating course materials when the faculty member has not explicitly authorized their use.
8. **Plagiarism:** Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise. Examples of plagiarism include, but are not limited to, the following: using a source's work verbatim without using quotation marks, submitting a research paper obtained from a commercial research service, the Internet, or from another student as one's own original work; or making simple changes to borrowed materials while leaving the organization, content, or phraseology intact. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities but attempts to take credit for the work of the group.
9. **Aiding and Abetting:** Helping any student violate, or attempt to violate, the Standards.

**THIS IS NOT AN ALL-ENCOMPASSING LIST OF STANDARDS, STUDENTS ARE EXPECTED TO KNOW AND UNDERSTAND ALL ASPECTS OF THE STUDENT CODE OF CONDUCT AND HONOR PLEDGE**

Students are not permitted to collaborate with other students on any assignments, assessments, projects, etc. in any aspect of the MSAT Program without specific approval. If student collaboration is allowed, students will be given explicit permission and such permission will also be stated on the assignment description, assessment, projects, etc. involved. Students should not assume group work is allowed because collaborative work has been allowed or encouraged in other courses. Each individual course includes specific course related information and policies independent of other courses.

### VIOLATION OF THE STUDENT CODE OF CONDUCT

A student suspected of violating the Standards will initiate the procedures to be followed, including A. Reporting Suspected Violations (p.13), B. Notification (p.14), C. Resolution Options (p.14), D. Academic Integrity Procedures (p.15), E. Hearing Procedures (p.17), and F. Appeal Procedures (p.20). **All violations of the Standards will be handled through the appropriate official procedures.** (Standards of Student Conduct, 5. Procedures, p.13, April 2022)

### TURNITIN

The MSAT Program uses TurnItIn, an electronic resource that compares students written assignments to internet sources and a comprehensive database of other papers. It creates an originality report identifying parts of a student's assignment that match any one of TurnItIn's sources (student paper repository, current and archived web site content, periodicals, journals, and publications). TurnItIn will be used as both a teaching tool for learning to write with external sources and as a tool to deter plagiarism and hold students accountable for their work. As a graduate program, students are expected to know and understand plagiarism and how to avoid it. Students are provided tools and informational resources to support the development and creation of authentic academic work, writing, and research.

- [About Plagiarism - Avoiding Plagiarism - LibGuides at Radford University](#)

### APA 7<sup>TH</sup> EDITION STYLE GUIDE

The MSAT Program and the Department of Health and Human Performance use the APA 7 style guide for all academic work. Students are expected to know and use the APA 7 style guide throughout the program and will not be reminded every time an assignment is due.

- [Start Here - APA 7th Edition - LibGuides at Radford University](#)

### MASTER OF SCIENCE IN ATHLETIC TRAINING STUDENT BEHAVIOR EXPECTATIONS POLICY

Students accepted to the MSAT Program are held to high standard and must adhere to the MSAT Student Behavior Expectations Policy ([Appendix N](#)), which may be higher than other graduate students. MSAT Program Students are a direct reflection of the MSAT Program whether in class on campus, or off campus. Student behavior during the MSAT Program is expected, and required, to be professional. Unprofessional behavior witnessed by or reported to the MSAT Program will not be tolerated. Unprofessional behavior will be immediately addressed, and the student(s) involved will be sanctioned accordingly. The following are examples of unprofessional behavior and misconduct:



- Using offensive or abusive language (i.e., racial slurs, racist comments/ “jokes” \*, degrading names, etc.)
- Intimidation or bullying in any form
- Abusive speech
- Harassment of any kind (i.e., sexual, menacing, etc.)
- Inappropriate, unprofessional, rude comments, or “jokes” \*
- Inappropriate behavior/conduct
- Persistent lateness without valid or reasonable cause
- Violent threats/acts of violence, fighting
- Physical touching without permission/abuse
- Refusal to follow directions/rules, insubordination
- Aggressive behavior or language
- Distracting behavior
- Unethical behavior or manners
- Theft/misusing resources
- Lying/falsification
- Violating policies
- Breaching health and safety protocols
- Drug/alcohol use or abuse
- Criminal behavior
- Endangering the health and safety of others
- Gross negligence
- Willful and deliberate misbehavior

\*A joke is something said or done to provoke laughter or cause amusement, a prankish act; something that is amusing or ridiculous, especially because of being ludicrously inadequate or a sham.

Students involved in unprofessional behavior or misconduct may be granted a warning before sanctions are applied. Gross unprofessional behavior and misconduct will not be granted a warning and sanctions will be applied immediately including permanent removal from the MSAT Program. Repeated unprofessional behavior will result in permanent removal from the MSAT Program. Sanctions will be applied to each report of unprofessional behavior or misconduct on an individual basis. The MSAT Program will follow a formal process for applying sanctions. This may include using the Standards of Student Conduct when appropriate and applicable.

## SOCIAL MEDIA POLICY

Social media can be a fun and rewarding way to share your life and opinions with family, and friends around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media. This policy applies to all students enrolled in the Master of Science in Athletic Training Program ([Appendix O](#)).

**Guidelines:** In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else’s web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether associated or affiliated with Radford University, The College of Education & Human Development, Professors, Clinical Preceptors and their respective employers, fellow students, or student-athletes at any clinical education site or not, as well as any other form of electronic communication.

Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your reputation, the reputation of Radford University, The College of Education & Human Development, Professors, Clinical Preceptors and their respective employers, fellow students, or student-athletes at any clinical education site may result in disciplinary action up to and including removal from the program or university.

Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including removal from the program or university.

**Be respectful:** Always be fair and courteous, keep in mind that you are more likely to resolve complaints or disagreements by speaking directly with the individual than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, threatening, or intimidating, that disparage Radford University, The College of Education & Human Development, The Master of Science in Athletic Training Program or Radford University Athletics or any associated individuals or entities, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile environment on the basis of race, sex, disability, religion, or any other status protected by law or university policy.

**Be honest and accurate:** Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false.

**Post only appropriate and respectful content:** Maintain the confidentiality of others, do not post confidential communications including any communications that occur during academic activities of any kind. Express only your personal opinions. Never represent yourself as a spokesperson for Radford University, The College of Education & Human Development, The Master of Science in Athletic Training Program or Radford University Athletics or any associated individuals or entities. If Radford University, The College of Education & Human Development, The Master of Science in Athletic Training Program or Radford University Athletics or any associated individuals or entities are a subject of the content you are creating, be clear and open about the fact that you are a student and make it clear that your views do not represent those of Radford University, The College of Education & Human Development, The Master of Science in Athletic Training Program or Radford University Athletics or any associated individuals or entities. If you do publish on social media related to your education, make it clear that you are not speaking on behalf of Radford University, The College of Education & Human Development, The Master of Science in Athletic Training Program or Radford University Athletics or any associated individuals or entities. It is best to include a disclaimer such as "The postings on this site are my own and do not reflect the views of any other person or entity."

**Using social media:** Do not use social media while engaged in any academic activity related to Radford University, The College of Education & Human Development, The Master of Science in Athletic Training Program or Radford University Athletics or any associated individuals or entities.

**Retaliation is prohibited:** Do not use any form of social media or online communication to retaliate against Radford University, The College of Education & Human Development, The Master of Science in Athletic Training Program or Radford University Athletics or any associated individuals or entities. Any student who retaliates against another student or individual for reporting a possible deviation from this policy or for cooperating in an inquiry will be subject to disciplinary action, up to and including removal from the program or university.

**Communications:** Students should not speak to the media about Radford University, The College of Education & Human Development, The Master of Science in Athletic Training Program or Radford University Athletics or any associated individuals or entities' behalf. All media inquiries should be directed to Radford University's (or any associated individuals or entities) Media Relations.

## CONFIDENTIALITY, FERPA, AND HIPPA POLICIES

### CONFIDENTIALITY

Radford University Master of Science in Athletic Training (MSAT) Program students work with program clinical preceptors to provide essential and valuable services to student-athletes and patients. While engaging in these functions, MSAT students collect or may have access to utilize personal and privileged information concerning patients and their healthcare. This requires a commitment of confidentiality to protect privacy. Unless there is a proper and appropriate request, including a request from the affected individual, unauthorized disclosure or access of this information could create legal liability and loss of public confidence in the University, Radford Athletics, and the MSAT Program and is strictly prohibited.

This includes, but is not limited to, the release of the following personal or privileged information concerning student-athletes and patients.

1. Any information obtained including information from student records, student health files or other types of files or documents. Under no circumstances shall identifying information such as a social security number be released.
2. The contents of discussions and conversations by Departmental personnel concerning privileged, personal, or confidential information.
3. Any personal information stored in Athletic Training Departmental computers, including passwords, injury tracking and recording software, and cognitive testing software.

*-Adapted from Radford University's Human Resource's Confidentiality Agreement*

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR STUDENT INFORMATION

While engaging in clinical experience activities, I may have access to student education records and/or to personally identifiable information about students, the disclosure of which is governed and restricted both by the Family Educational Rights and Privacy Act of 1974 (FERPA) and Virginia law. “It prohibits educational institutions from disclosing ‘personally identifiable information in education records’ without the written consent of an eligible student, or if the student is a minor, the student’s parents (20 U.S.C.S. § 1232g(b)). I am aware that I must manage the data, materials, and/or records to which I may have access in a professional and confidential manner.

-Excerpt from [CDC.gov](https://www.cdc.gov)

## HEALTH INSURANCE PORTABILITY ACCOUNTABILITY ACT (HIPAA)

“The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient’s consent or knowledge. The US Department of Health and Human Services (HHS) issued the HIPAA Privacy Rule to implement the requirements of HIPAA. The HIPAA Security Rule protects a subset of information covered by the Privacy Rule.

The Privacy Rule standards address the use and disclosure of individuals’ health information (known as protected health information or PHI) by entities subject to the Privacy Rule. These individuals and organizations are called “covered entities.”

The Privacy Rule also contains standards for individuals’ rights to understand and control how their health information is used. A major goal of the Privacy Rule is to make sure that individuals’ health information is properly protected while allowing the flow of health information needed to provide and promote high-quality healthcare, and to protect the public’s health and well-being. The Privacy Rule permits important uses of information while protecting the privacy of people who seek care and healing.”

-Excerpt from [CDC.gov](https://www.cdc.gov)

MSAT Program students are required to agree and adhere to the Confidentiality, FERPA, and HIPAA Policies ([Appendix P](#)) as stated. **These policies are in accordance with CAATE Standard 26G.**

## OPEN COMMUNICATIONS

Radford University’s MSAT Program wants to provide multiple avenues of communication, between our student, associates, faculty, Staff, and the community. We have provided anonymous question and answer portals of communication for individuals to communicate with the program! We always welcome emails to [MSAT@radford.edu](mailto:MSAT@radford.edu) or we have three options for anonymous communication. The program would never use any identifying information unless consent is obtained prior to disclosing identifying information, though we understand individuals may feel more comfortable and more willing to communicate anonymously. Please use one of the following links:

- **“[Questions for the MSAT Program](#)”**: For any questions you have about the MSAT Program, our curriculum, our students, our clinical sites and opportunities, or anything else. These questions and answers will be posted on the MSAT website under the “Questions for the MSAT Program”
- **“[Students Asking Students](#)”**: For questions student may want to get a student perspective on! Our students will answer any of these questions from their point of view. These questions and answers will be posted on the MSAT website under the “Questions for the MSAT Program”
- **“[MSAT Program Anonymous Communication](#)”**: Would you like to share, comment, brag on any of our students, express any concerns, anything else? This is our open line of communication

with the program. Only information that someone would like to share with the program will be posted on our website.

*If you would like to meet with the Director of the MSAT Program in person, please use [MSAT@radford.edu](mailto:MSAT@radford.edu) to arrange a meeting.*

## DISCIPLINARY ACTIONS

### PROBATION

A student can be placed on Probation ([Appendix Q](#)) for various reasons. If a student is granted probation for academic performance, the student will be enrolled in a remediation plan concerning the reason for probation. The offer of probation lasts for the duration of a semester (Fall or Spring) and can only be offered/granted twice, if at all, throughout the duration of the program, per student. The offer of probation may not be granted to every student and will be handled on a case-by-case basis. If the student is not offered probation, the student may be offered Conditional Suspension of Progress. If the student is not offered Probation or Conditional Suspension of Progress the student will be removed from the program, readmittance to the program will not be offered.

### CONDITIONAL SUSPENSION OF PROGRESS

Upon disruption in matriculation, a student may be offered a Conditional Suspension of Progress from the Program ([Appendix Q](#)) which will allow re-entry into the Program upon successful completion of the terms of suspension. The terms of a Conditional Suspension of Progress can be different depending on the situation. 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 a 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. Course failure or disruption of progression in the Program of more than one course will result in removal, readmittance will not be offered.

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 removal from the MSAT Program. Not all students will be offered a Conditional Suspension of Progress, this option is offered case-by-case.

### MSAT PROGRAM REMOVAL

In cases of repeated or gross misconduct, poor academic performance and/or the inability to maintain the standards for course progression/matriculation, failure to meet the terms of probation or conditional suspension, or insubordination the student will be removed from the program and reentry will not be allowed. The above list is not an all-inclusive list and other circumstances may result in a student's removal from the program.

## MSAT PROGRAM FACULTY SUPPORT

The MSAT Program faculty wants to see all students succeed and will do as much as possible to assist students. For the Program to offer assistance, students must be an active participant in the process (not just be told what to do).



Program faculty are always here for students if there are any needs, questions, advice, help, or just someone that will listen. If students have any questions or need help about something going on whether educationally related or personal, please reach out. Program faculty are happy to provide support for students when help is needed or to listen to student concerns. Radford University offers many resources for students to use, please take advantage of them. We are happy to help students navigate through this adventure. Being a graduate student is hard and it's ok to need help.

There are faculty members that are first-generation college students and understand it can be difficult and lonely to navigate university systems. Please reach out for help. Email, stop by, leave a note; whatever is most comfortable.

## STUDENT SERVICES & RESOURCES

### INFORMATION TECHNOLOGY SERVICES

Radford University's Information Technology Services provides a wide range of resources and services. Students can visit iTOneStop for online technology help, or walk-in support in the Technology Assistance Center (TAC) located in Walker 153.

The Technology Assistance Center provides several options for students to find answers to common questions and request assistance.

- Find common answers or submit an online support request: iTOneStop
- Phone Support: (540) 831-7500; Monday - Thursday 8AM – Midnight, Friday 8AM. – 5PM
- Walk-in Support (Appointment Recommended); Walker Hall 1<sup>st</sup> floor lobby; Monday through Friday 8AM – 4:45PM

### UNIVERSITY IT OFFERED RECOURSES

Through iTOneStop students can sign up for free Office 365 and setup DOU Mobile, which all students are encouraged to do as soon as possible.

### HIGHLANDER SUCCESS CENTER

As a part of the Highlander Success Center, the Radford University Academic Success Center (ASC) believes your academic achievement, engagement, and belonging as a member of the Highlander family are our priorities. The ASC faculty and staff strives to empower students to thrive through a variety of quality academic support services intended to maximize their personal and academic goals and to empower them to persist, achieve, and succeed.

At the ASC, we provide students with a welcoming environment to:

- work with academic advisors
- engage and connect with peers
- meet with faculty and graduate student success mentors
- gather together for educational and social programming

Through meaningful interactions with faculty, staff, peer mentors, and resources throughout our campus community, students will be provided with every opportunity to determine and follow their unique pathway to success.



The ASC is located on the 3rd and 4th floors of Young Hall; we are open from 8 a.m. – 5 p.m. Monday through Friday. We look forward to supporting you throughout your journey at Radford University!

### TEACHING RESOURCE CENTER (TRC)

When entering Peters Hall from the main entrance (facing Dalton/Post Office) you will see a large, glassed room to your left. This is the Teaching Resource Center. This center offers all students (not just education majors) many helpful resources such as computers to use, space to study or work quietly, meet with groups, etc. Please use this resource as much as you need, it is encouraged! If you have any questions or need any help while using the space, please ask for assistance at the front desk area/offices. Usual open hours are 8AM-8PM, M-F, but hours may be limited at times to 8AM-5PM. The staff are very kind and helpful so please be courteous and respectful during your time there.

### COMPUTER LAB SOFTWARE ACCESS

Although campus computer labs will be available during the semester, the number of seats and availability in each lab may vary. Students may use a web browser (Chrome recommended) to access the Virtual Computer Lab ([www.radford.edu/remote-software](http://www.radford.edu/remote-software)) which provides remote access to most software packages found in campus computer labs. This environment is based on Amazon Web Service (AWS) AppStream 2.0 and scales up and down based on student demand. There is a 2-minute wait time when connecting. Students will need to establish a connection to their Office 365 OneDrive space during their first connection to the virtual lab and be sure files are saved to their OneDrive space when using the virtual lab.

### McCONNELL LIBRARY

McConnell Library provides many resources for the MSAT Program and students. McConnell Library's staff of helpful librarians support student and faculty research, scholarship, and the free and open exploration of ideas. Specific services include library instruction, research help, interlibrary loan, and adaptive technology. The library has a large collection of books, DVDs, journals, archival materials, and multimedia equipment for academic and recreational use. Thousands of electronic resources can be accessed from anywhere in the world. The diversity of spaces and furnishings allows for everything from individual quiet study spaces to group media rooms. Library services, collections, and spaces are designed to invite and inspire learning and intellectual and artistic creativity.

### CAMPUS SAFETY

**If on or off-campus, for emergency services students should call 911.**

The Radford University Police Department is a full-service, sworn, accredited law enforcement agency devoted to the welfare of the University community. The department enforces state laws and Radford University policy on all property owned or controlled by the university as well as on adjacent streets and sidewalks. Members of the department are dedicated to maintain and improve the safety, security, and quality of life within our community.

#### University Police

Allen Building  
East Main and University Drive  
Phone: 540-831-5500  
Email: [police@radford.edu](mailto:police@radford.edu)

RUPD Crimestoppers Anonymous Tip Line: 540-831-7867

If you are a victim or witness and wish to make a confidential report to our department visit: [Confidential Reporting and Silent Witness](#).

Radford University's [Campus Security and Safety](#) is committed to maintaining a safe and secure educational environment and continues to develop new programs and technologies to better protect the campus community.

The [Radford Alert](#) system allows students, faculty, and staff to receive emergency messages through telephone, email, and text messaging. Additionally, when a Radford Alert is generated additional campus alert technologies can be activated providing a multiple alert capability. Students, faculty, and staff are automatically enrolled into Radford Alert through their Banner profile. This allows students, faculty, and staff to receive Radford Alert messages via cell phone calls, SMS messaging, and personal email addresses.

[Radford Safe](#) is the official safety app of Radford University. It is the only app that integrates with Radford University's safety and security systems. The app will send you important safety alerts and provide instant access to campus safety resources.

[Women's Resource Center](#) is a non-profit, human service organization, providing programs and services to adult and child victims of sexual and domestic violence. Since 1977, we've been providing hope and help to those who need it in the New River Valley. Our center, the oldest in Virginia, has been and will continue to be the cornerstone of courage and inspiration for thousands of people in our community.

Student safety escort service

### EMERGENCY ACTION PLAN FOR PETERS HALL B109 (ATHLETIC TRAINING LAB)

When coming out of the Lab there are two options for leaving Peters Hall. The closest exit is to take a right out of the lab and then about 25 feet down the hall on the left is the back exit facing Moffet Quad/University Hotel.

The second exit, in case the back exit is not accessible, student should take a left out of the lab, take the hallway to the left. At the end of the hallway (past the Dance Department Studios) to the right is an exit. Take the ramp down toward Waldron Hall.

A third exit, students take a right out of the lab, then on the right is the gym. If the outdoor exit to the left is not accessible students can go through the gym. The doors on the other side of the gym, are exit doors. Students can proceed through an exit door; turn right and proceed to the second exit. If the student turns left then can then proceed

### STUDENT SUPPORT SERVICES

Radford University offers a plethora of [Support Services](#) for all students in to support your success in you educational pursuits if you are experiencing any disruptions in your ability to perform in your courses, please contact me and I will be happy to assist you in obtaining support needed.

### COUNSELING CENTER

Student Counseling Services (SCS) provides free, confidential, mental health services for eligible students. SCS supports the academic mission by providing learning opportunities for students to grow

as individuals, to form deeper relationships with their peers and to develop as successful members of our community and society at large.

Student Counseling Services (SCS) and the Substance Abuse and Violence Education Support (SAVES) offices will be offering both individual and group in-person and tele-behavioral health services for our students through the semester after you have completed your initial consultation. You must be physically present and/or living in the state of Virginia to access tele-behavioral health services.

Please reach out to our offices to schedule your first appointment. We can be reached at

- Student Counseling Services: 540-831-5226
- SAVES: 540-831-5709

*\*You must present a valid photo ID (Radford ONE Card, Driver's License, etc.) at your first face-to-face or tele-behavioral health appointment.*

## MULTICULTURAL & INTERNATIONAL STUDENT SERVICES OFFICE

The Center for Diversity and Inclusion is a resource to all students, staff and faculty through a variety of programs, activities and services. We provide a concentrated focus on the progress, success and concerns of underrepresented populations on Radford University's campus, including African-American, Asian-American, LatinX and Native American students. Additionally, we offer programming and resources for faith and religion interests and the LGBTQIA+ community.

We envision Radford University as a multicultural institution that provides a forward-thinking and progressive approach to social justice and equality. Through our commitment to educating students, staff and faculty on issues of diversity, we hope to promote global citizenry that will encourage the fostering of inclusive communities both on campus and in the world.

## OFFICE OF THE DEAN OF STUDENTS

The Office of the Dean of Students responds to the informational and personal concerns of students and oversees the protection of student rights. The office plays a major role in promoting and upholding the shared values and ideals of the Radford University community.

## DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs at Radford University is home to twelve departments and almost eighty professional team members dedicated to the student experience on campus. We are dedicated to your success in every way possible. If you want to get involved, stay well, find community, engage with faculty, learn how to live your values and truly embrace the Highlander experience then check out the department links below for more information!

## CENTER FOR ACCESSIBILITY SERVICES

The Center for Accessibility Services (CAS) is committed to the ongoing goal of access and inclusion so that all individuals on campus can fully participate in the university experience. CAS serves and supports students, family members and visitors seeking reasonable accommodations under the Americans with Disabilities Act.

CAS is the department on campus that approves official disability related accommodations that have been determined as reasonable through a completed interactive process with a student and the CAS offices. This should be completed before the start of courses or as soon as possible once courses have started to avoid any undue punishment of missed course work or participation. Communication

with course instructors is encouraged to occur as soon as possible, even before the initial meeting with CAS is necessary to make the course instructor aware of pending accommodations.

If you encounter any problem during the semester, please contact your course instructor and/or the Director of the MSAT Program for help. The program is willing to do what is necessary to see students successful and is happy to assist students in obtaining the necessary support to do so.

### ACCOMMODATIONS PROCEDURE

Students seeking academic accommodations under the Americans with Disabilities Act must apply for services with the Center for Accessibility Services (CAS) to determine eligibility. Students qualified for academic accommodations will receive access plans and should meet with each course professor during office hours, to review and discuss accommodations. For more information, call 540-831-6350 or email [cas@radford.edu](mailto:cas@radford.edu).

### STUDENT HEALTH SERVICES

Radford University Student Health offers a wide range of services in order to meet the medical needs students who are enrolled on the main Radford Campus. The Student Health Clinic is staffed by Carilion Clinic and is certified through the Association for Ambulatory Health Care Inc. The clinic is located on the ground floor of Moffett Hall at 518 Jefferson St. Radford, VA 24142. Clinic hours are: Monday through Thursday 8:30 AM until 5:00 PM and FRIDAYS 9:00 AM until 5:00 PM. The clinic is closed on all school holidays and open in a limited capacity during inclement weather days. Appointments are required at this time and can be made by calling 540-831-5111.

### OFFICE OF STUDENT STANDARDS & CONDUCT (OSSC)

The Office of Student Standards and Conduct strives to protect the rights of all students; both students going through our conduct process, and those impacted by the actions of other students. We focus on holding students accountable, and helping students advocate for their own future success.

## MSAT PROGRAM POLICIES & PROCEDURES

The policies provided below must be followed at all times during enrollment in the MSAT Program. Refusal or unintentionally not following program policies and procedures will result in student sanctions. Failure to clarify or gain additional information concerning a policy or procedure does not constitute as a valid excuse for incorrectly following, or not following, a policy or procedure.

## COVID-19 GUIDELINES

### COVID-19 University Planning & Updates

Face coverings are no longer required by Radford University for indoor and outdoor gatherings, except for clinical areas such as Student Health Services where masking is required. Clinical areas where masking is required will be clearly marked with signage. Any student with a compromised immune system and/or a loved one with a compromised immune system is encouraged to wear a face mask and physically distance themselves if necessary both indoors and outdoors. When meeting with faculty in their office students should bring a mask in case a faculty member requires such for in-office meetings. Keeping a spare mask with you is a good idea, in case it is needed quickly.

Symptomatic students on main campus should contact Student Health at 540-831-5111. To schedule an appointment for testing or arrange an off-campus testing appointment as soon as possible to rule out a COVID-19 diagnosis. During the time before test results are received students should isolate

and mask around others. Students seeking specific guidance should contact the Dean of Students Office at dos-web@radford.edu or 540-831-6297.

Anyone that is not feeling well should stay home and not return to campus until symptoms are resolving or a negative COVID-19 test is received or cleared by a healthcare provider.

A person that has tested positive for COVID-19 should isolate for at least five (5) days. The VDH's [Isolation and Quarantine Calculator](#) can assist in determining the exact period of time for isolation.

All MSAT Program Students should communicate with the Director of the MSAT Program and any course instructor for which they will miss class as soon as possible. Preferably after making an appointment for testing and then again after receiving testing results.

## UNDERSTANDINGS:

- There are varying levels of COVID-19 infections. Unless hospitalized or suffering from an extreme case students should try to maintain a presence in courses, such as turning in assignments on time and using Zoom to connect during the scheduled class period if possible.
- If a COVID-19 infection is suspected students should immediately take safety precautions (masking, isolating, etc.) and immediately get tested to confirm infection. This is the responsible action to take to ensure the safety of the university community.
- Be responsible in your actions and behaviors if you suspect you have been exposed to or contracted COVID-19.
- We are more than happy to work with students who need accommodations to avoid possibly exposing others to COVID-19.
- Unfortunately, there is a limit on the number of accommodations that the MSAT Faculty can offer students who have been repeatedly, exposed to and/or contracted COVID-19. If the MSAT Faculty determine absences from class will interfere with meeting the course objectives, submitting course work in a timely manner, and/or is toward the end of the semester when there is no longer enough time available to submit work or complete course requirements then students would need to discuss potential options with the Director of the MSAT Program and the involved faculty member.
- If at any point during quarantine a student is unable to meet requirements to submit work on time, **the student should contact the instructor before the missed assignment** or within 24 hours of the missed submission to discuss next steps. **A student who fails to contact the instructor within 24 hours of the missed course work is not guaranteed course work will be accepted and/or earn full credit, if any, for completing the work.**
- Upon return from quarantine the student should expect to immediately begin completing and submitting course work as detailed on the tentative course schedule.

## COMMUNICABLE 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.

## APPROPRIATE PHYSICAL CONTACT IN CLASS POLICY

**ATHLETIC TRAINING INVOLVES APPROPRIATE PHYSICAL CONTACT BETWEEN STUDENTS, FACULTY, AND PATIENTS. COURSE INSTRUCTORS WILL USE THEIR HANDS, AND OCCASIONALLY OTHER BODY PARTS, TO ILLUSTRATE A CONCEPT OR TO ADJUST PARTS OF A STUDENT’S OR PATIENT’S BODY. DEPENDING ON THE CONTENT BEING COVERED, IT’S SOMETIMES NECESSARY TO TOUCH THE SHOULDER, BACK, TORSO, FEET, ARMS, AND INNER THIGH.**

Before any contact is initiated, the course instructor, or student will ask permission and explain what contact will be made and why. The MSAT Program recognizes physical contact is a potentially complex area; and fully recognizes its responsibilities for safeguarding students, patients, and instructors and for protecting their welfare.

The following principles and procedures should be followed:

- Contact by the course instructor is made with awareness of the needs of the student, to assist the student in acquiring skills and techniques
- All course instructors will treat any physical contact with sensitivity and care.
- Contact will not involve force or inappropriate use of any instrument.
- Course Instructors will be mindful of location and avoid situations where they are isolated with a student.
- Course Instructors and learners should feel free to report any concerns to program faculty, Director of the MSAT Program, or Chair of the HHP Department. Whichever individual is most appropriate for the situation.

## STUDENT ATTENDANCE REQUIREMENT

At the graduate level students are expected to attend all classes at all meeting times. Graduate education is not like undergraduate studies. The MSAT Program is small and close knit and students are required to be present and involved in every course meeting.

Attendance is arriving for class on time AND being ready to work both physically and mentally for the full duration of class. If there is a time during classes in which a student would need to a course meeting due to unexpected emergencies or planned important events, then the earliest notification possible is needed. Due to the unique format of the program, missing one course meeting can mean missing a large portion of material. Students are responsible for making up any missed work by the deadline set by the instructor. **Not completing all assigned work is not an option.**

It is imperative that students are present and on time for all classes and are prepared to participate fully in all in-class activities and discussions.

- Course instruction starts at 9:00AM, that means students are ready (computer out, set up, settled, ready, any other required supplied accessible).



- Attendance is very important. The format of the MSAT Program is very different than a usual program format. Courses last between 11 and 15 days, therefore missing one course meeting time is equivalent to missing an entire week of class. Students are expected and required to attend class at all time unless approved by the Director of the MSAT Program.
- Assignments are due by the start of the class period unless otherwise stated, via D2L.
- Absence on a date where assignments/assessments are due will not be awarded credit.
- Tardiness does not exist. Students will not be allowed into class one class starts. Students will not be allowed to disrupt another student's learning.
- Students are required to be in class the entire time period.
- Prior commitment absences: Arrangements must be made at least 2 weeks or 14 business days (M-F) prior to the date for missed material, assignments, or assessments to be awarded credit.
- Students absent because they are sick must contact the course instructor and Director of the MSAT Program via email within 24 hours of unintended absence or course assignments/quizzes/tests will not be awarded credit. It is the student's responsibility to meet with the course instructor to review missed content.
- Late assignment submissions will not be awarded credit unless otherwise discussed. Students may be required to submit completed late work as a course requirement regardless, failure to submit could result in course failure.
- Distractions during class will result in dismissal from class. If dismissed due to distraction all assignments due that day will not be awarded credit.
- If a student is having difficulty attending or participating in class or submitting assignments on time due to personal reasons, they need to immediately contact the course instructor and the director of the MSAT Program so we can discuss alternative arrangements.

*\*The instructor has the right to allow for extreme cases and each student will be handled on an individual basis.*

## INCLEMENT WEATHER POLICY

- University closings: Electronic assignments are due as stated. All other situations will be communicated to students as necessary. If an assignment was due in class that day to turn in, it should be turned in on the next class meeting. Students are not to participate in any on campus activities during weather related university closings. Students are not to participate in any clinical education requirements on closings due to weather, no matter the actual amount of precipitation/storm event.
- No online course activity/meetings will take place due inclement weather closings.

## EMERGENCY SITUATIONS-GENERAL GUIDANCE

In the event of a university-wide emergency, course requirements, classes, deadlines and grading policies and procedures are subject to change. Potential changes that could occur include alternative delivery methods, alternative methods of interaction with the instructor, a revised attendance policy, and a revised semester calendar and/or grading schedule. In the case of a university-wide emergency, please refer to the Desire 2 Learn (D2L) course for the appropriate section.

In the event of an emergency where we need to exit the building, the nearest exit is out if the classroom, turn to your left and on the left are the main doors to exit. Exiting the building is not always the best or wisest decision, students should remain calm and follow the directions of the course instructor.

## METHODS OF INSTRUCTION

- Course meetings will occur face-to-face, seated in class. Virtual course meetings may be necessary at times due to unforeseen circumstances.
- The student is expected to engage in class activities and/or discussions, come prepared with assignments/reading completed, ask questions, and interact appropriately.

**Seated:** *Traditional, physical presence in class*

- Lectures, lab, protocols, quizzes, exams, small/large group discussion, presentations, student presentations, and selected video or guest lecturer presentations

**Virtual:** *Web conferencing, videos, electronic communication via Zoom and D2L*

- Zoom meetings, virtual lectures (real-time and pre-recorded), discussion boards, written assignments, research, reading, labs, and other out of class assignments.

## EXTRA CREDIT

Extra credit for individual students is not an option. The instructor reserves the right to make extra credit available to the entire class during the semester. Extra credit may be in the form of written assignments or attendance at events both on and off campus events. Inability to attend events due to student's schedule or lack of transportation will not constitute an alternative extra credit assignment.

## WORKLOAD EXPECTATIONS

Approximately 12-15 contact hours (in class) per week. Comparing to a normal course format of a 3-credit hour course, every course meeting time should result in at least 2 hours preparing for the course meeting time. Since the MSAT Program courses are between 11-15 days, this means that one meeting time is equivalent to 1 week of course meeting times; students should prepare for at least 6 hours for each course meeting.

**The MSAT Program is an intensive and demanding program and students should prepare accordingly.**

## COMMUNICATION EXPECTATIONS

Email policy, bulletin board, program, and student expectations

- Electronic communication is conducted through RU e-mail and D2L.
- Ensure regular monitoring of email during the day. At this level in your academic career it is suggested students check email at least at the beginning and end of each day.
- Failure to regularly monitor email does not constitute as a valid reason for missed or late submission of materials, assignments, or assessments.

## PROGRAM ELECTRONICS REQUIREMENTS

The MSAT Program requires a laptop for all students enrolled. Laptops should be used in class for note taking and/or class interaction/projects. Due to the heavy online content and course housing a laptop is required to be successful in the program. Radford University offers Microsoft Suite including word and excel among other programs. If a student needs to arrange temporary rental of a laptop, they should arrange a meeting with the Teachers Resource Center (TRC) as soon as possible upon arrival.

Word and Adobe documents are heavily used during the program, the University also provides Adobe for students enrolled in the MSAT Program. Ease with electronic systems and documents is essential for success in the program.

## ELECTRONIC COURSE FORMAT

- Comfort with technology is important, and in most cases required, for successful completion of the course.
- Courses are housed on D2L and most of the course utilizes electronic devices, software, and documents.
- Course documents are delivered electronically unless otherwise stated.
- Course assignments and assessments are to be submitted via D2L as a word document.\*
- In the event D2L is unavailable, electronic documents should be emailed to the course instructor by the due date/time. Once available, assignments and assessments must be submitted via D2L within 24 hours for credit to be awarded. Failure to do so will result in no credit awarded.
- All submitted course material must be submitted as: Last nameFirst name\_Assignment Title (ex. RabeSarah\_Journal #1). Failure to do so will result in a loss of 5 points per assignment and the assignment will be kicked back to be submitted correctly. Failure to resubmit within 24 hours will result in no credit awarded.
- Electronic note taking is allowed and encouraged.
- Personal use of electronic devices is not tolerated and will result in dismissal from class (i.e., texting, receiving phone calls, checking email, or any other non-class related activities or related activities at an inappropriate time).
- If it appears that you are not engaging in class participation due to distractions from electronic devices you may be asked to put devices away regardless of the need to take notes.

*\*Microsoft office is available at no cost to students using RU email, access student version [here](#)*

## PROGRAM ELECTRONIC PORTFOLIO REQUIREMENT

Students are required to complete an electronic portfolio as a graduation requirement. The electronic portfolio will begin during second fall and spring semesters. Students will be instructed on the development and use of an electronic portfolio at the beginning of the program and more information will be made available in ATTR 645, Seminar in Athletic Training.

## CLASSROOM DRESS CODE

Student dress code will be enforced for courses and clinical assignments. Classroom attire should follow the following guidelines:

- Attire in the classroom should be plain, Radford University or generic logo, no other institutional, professional, or high school logos.
- No statements/sayings on clothes
- Should allow for free and unrestricted access to body parts being covered in class.
- Any logos should be Radford University or other institutions logo of clinical sites (i.e., high school or other college/university) or small brand logo. No other logos should be worn.
- Hats should be Radford University logo or plain/no logo.
- Proper hygiene such as regularly cleaning/showering of body, keeping nails to a safe length as to not interfere with duties, wearing deodorant, limited perfume/cologne/fragrances to avoid any allergies conflicts
- All wounds should be covered with a band aid/bandage kept clean and free of infection

## TEXTBOOK REQUIREMENT POLICY

MSAT Program texts are provided to student through Open Educational Resources (OERs) and through e-book for free during the program. If a student prefers a different form of text, the student is responsible for purchasing it on their own.

## PROGRAM SIMULATION POLICY

The MSAT Program is charged with preparing students for the Board of Certification Examination to become an athletic trainer. The program strives to prepare students through real-time patient interaction in both the clinical and didactic settings, though when the program is unable to ensure real-time experiences for certain educational purposes simulation is used.

When simulation is used, the program attempts to replicate real-time patient encounters and settings for students. Simulations are recorded whenever possible, and students are to provide feedback through viewing the recordings on their own. Recordings of simulations are not shared with any other student or faculty member outside of the MSAT Program without written consent from the student.

## PROGRAM ELECTRONIC SIGNATURE POLICY

The MSAT Program uses physical and electronic signatures interchangeably, though e-signatures are the preferred method in order to store documents electronically. E-signatures hold the same authority, accountability, and legality as handwritten signatures.

## PROGRAM ADVISING & REGISTRATION POLICY

Students in the Master of Science in Athletic Training Program will be assigned to the Director of the MSAT Program for advising. Students are required to follow the course progression of the program and there is no ability to modify this format. Courses are taught once a year at a specific time. Students will be automatically registered for courses at the end of each semester during the graduate student course enrollment window.

## PROGRAM COMMENCEMENT POLICY

MSAT Students are highly encouraged to participate in and attend Radford University and MSAT Program commencement activities. Students have worked incredibly hard to achieve this degree and Radford University and the MSAT Program are excited to celebrate this great achievement with them.

## NATIONAL ATHLETIC TRAINERS' ASSOCIATION STUDENT MEMBERSHIP POLICY

During the first regular semester of the MSAT Program, students will be required to sign up for the National Athletic Trainers' Association (NATA) student membership. This professional membership is used throughout the program to prepare students in becoming athletic trainers. The MSAT Program strives to cover this cost for students yearly though, there may be times when this cost is the responsibility of the student.

## STUDENT LIABILITY INSURANCE POLICY

Students are required to be covered by liability insurance while in the MSAT Program. Radford University covers students with liability insurance while students are enrolled in their clinical courses, ATTR 610, 620, 630, and 640. When students are on breaks such as winter and summer break, they

are not covered under the university's liability insurance coverage and are therefore restricted from performing any athletic training duties or skills or providing any medical advice on any patient population. If a student chooses to do so, they are doing so with the understanding that any legal implications of their actions are at their own financial and legal risks. Disciplinary actions can result from a student practicing athletic training skills when not enrolled in a clinical course at Radford University, including removal from the MSAT Program ([Appendix R](#)).

## CULTURAL COMPETENCE

Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.

Cultural competence requires that organizations:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally.
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to diversity and the cultural contexts of the communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery, and involve systematically consumers, key stakeholders, and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge, and skills along the cultural competence continuum.

Cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.

Principles of cultural competence include:

- Define culture broadly.
- Value clients' cultural beliefs.
- Recognize complexity in language interpretation.
- Facilitate learning between providers and communities.
- Involve the community in defining and addressing service needs.
- Collaborate with other agencies.
- Professionalize staff hiring and training.
- Institutionalize cultural competence.

*-Excerpt from [CDC.gov](#)*

## DISCRIMINATION & SEXUAL HARASSMENT POLICY

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal law that prohibits discrimination based on the gender of students and employees of educational institutions which receive federal financial assistance. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. The U.S. Code specifically states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...”

-20 U.S.C. § 1681

#### WHO DO THESE POLICY AND PROCEDURES APPLY TO?

- On-campus conduct involving students, employees, faculty, and staff, and any campus visitors.
- Off-campus conduct involving students, visiting students, employees, faculty, and staff participating in Radford University-sponsored activities.
- Off-campus conduct involving students, visiting students, employees, faculty, and staff that has continuing effects that creates a hostile environment on campus.

Students are required to abide by Radford University’s Discrimination and Harassment Policy at all times.

#### SEXUAL HARASSMENT

As stated in Radford University’s Discrimination and Harassment Policy; sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of Radford University conditioning the provision of an aid, benefit, or service of Radford University on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Radford University’s education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking

*p. 4 of Radford University’s Discrimination and Harassment Policy*

Office of Institutional Equity’s On-Campus and Off-Campus Resources.



## COURSE GRADING GUIDELINES

The following grade scale will be used for all grading in this course.

A	90+
B	80-89
C	70-79
D	60-69
F	59-0

*\*MSAT Students must earn a 3.0 cumulative GPA or better to graduate from the MSAT.*

1. All semester course grading disputes must be received via email to the instructor within 48 hours of submission of the grade to D2L. Any grade disputes during the final week of classes must be received via email within the 48-hour window or by 5:00 PM on the Friday before grades are due, whichever comes first. Student who submit course grade disputes must be available to discuss the dispute (in-person) on the last day of classes, Friday between 8:00AM-5:00pm. After the last day of classes, course grade disputes will not be accepted. Failure to follow these guidelines will result in dismissal of the dispute.
2. Final exam grade disputes must be received via email within 48 hours after the end of the final exam period or by the Thursday of exam week by 5:00PM, whichever comes first. Students who submit final exam grade disputes must be available to discuss the dispute (in-person) on the Friday of exam week, between 8:00AM-5:00pm. Failure to follow these guidelines will result in dismissal of the dispute.
3. Once the final course grade submission period ends (the Monday after exam week, 10:00AM) grade disputes will not be accepted.

## LEARNING ENVIRONMENTS

### LEARNING MANAGEMENT SYSTEM/DESIRE2LEARN (D2L)

The Learning Management System currently used by Radford University is Desire to Learn (D2L), similar to BlackBoard, Canvas, WebCT, etc. All MSAT Program information and courses are located on D2L. Students will have a MSAT Program D2L course and also for each course offered. Student should familiarize themselves with D2L as soon as it becomes available. Students can watch tutorials for [D2L](#) to learn how to navigate the system. D2L can be accessed through [OneCampus](#). D2L will house all program material therefore it is necessary for student to easily access and navigate the system.

### ZOOM

This class may use Zoom which is a web and video conferencing tool. Please be sure to have Zoom installed and be familiar with using the tool. Below are tips for participating in a Zoom session.

- Join the meeting early and test speaker, microphone, and camera settings
- Keep speakers away from microphones to avoid feedback
- Use a headset with microphone, if possible, to decrease background noise
- Don't join a meeting from multiple devices
- Don't join a meeting with multiple participants in the same room with audio on (if joining with multiple participants in the same room, only one participant can have their audio on at a time)

Additional Zoom resources can be found at [www.radford.edu/zoom](http://www.radford.edu/zoom)

## ZOOM/PROFESSIONAL ENGAGEMENT:

Whether the course meets in person, on Zoom, or in other digital formats, course meetings are in a professional community. Professionals are expected to:

- show up on time
- be prepared for our collective work
- be appropriately attired
- try to limit distractions in individual workplaces

As members of a community, please consider the effects actions have on colleagues, just as in a physical space:

- keep video on (required)
- mute when not speaking (required)
- focus attention on the speaker (required)

Please let me know of difficulties interacting in class via Zoom, and if there are reasons the guidelines cannot be followed.

## INCLUSIVE LEARNING ENVIRONMENT

Ensuring that all students from diverse backgrounds and learning abilities are able to contribute, learn, grow, and succeed in this course is the highest priority. We will each commit to showing respect to individuals, to working together to create a learning environment that fosters a sense of belonging and inclusion to all members, and to understanding that differences are strengths. I commit to offering learning materials and activities that express and are respectful of diversity, and in which all students can see themselves in our field. If you see a way to improve the learning environment, please let me know.

If you encounter a situation where you do not feel comfortable due to a decision or statement made in this course, please let me know so that I can remedy the situation as soon as possible.

## BRAVE LEARNING ENVIRONMENT

The course is a brave and inclusive space in which students and instructors will explore all kinds of perspectives aimed at identifying and analyzing the problems of present time. We will study both the causes of and solutions to ethical issues, and we will often disagree with each other. That's how great ideas are born, and workable solutions designed! I will facilitate our difficult discussions, but I am counting on the class as a community to help us structure mutually meaningful conversations while ensuring that everyone feels included and honored as colleagues sharing the same goals of becoming better humans and creating more equitable and healthy societies and systems. Disagreement should be thoughtful and respectful, and criticism of another's view should be coupled with evident and empathetic care for the person who holds it. Please think of all our various learning environments, whether on campus, on Zoom, in D2L discussions, or even on social media, as our classroom and community, and consider your actions and words appropriately.

## TIME COMMITMENT NOTIFICATION

Students enrolled in the MSAT Program 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 MSAT Program should anticipate working at least one weekend day each week throughout the course of the program. In addition, students may be required to work during university holidays and at times when traditional semesters are not in session.

## 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 ([Appendix S](#)).

## OUTSIDE EMPLOYMENT & ENGAGEMENTS POLICY

The need by students for financial means is understood and the MSAT Program attempts to provide expected costs prior to admissions into the program. The MSAT Program is a very time and academic intensive degree, 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 or be removed from the program. All students must complete the Outside Employment Policy Acknowledgement ([Appendix T](#)). Students who chose to obtain outside employment must first notify the program director and sign the Outside Employment Contract ([Appendix T](#)). Failure to notify and/or maintain program requirements may result in the removal from the MSAT Program.

## 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 about 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.

Scholarship Resources (this is not an exhausted list)

- Radford University Scholarship Resources
  - [CollegeBoard.org](http://CollegeBoard.org)
  - [FastWeb.com](http://FastWeb.com)

- [FisherHouse.org](http://FisherHouse.org)
  - *Scholarships for military children*
- [FosterCaretoSuccess.org](http://FosterCaretoSuccess.org)
- [Hispanic Scholarship Fund](http://HispanicScholarshipFund.org)
- [Tylenol Future Care Scholarship](http://TylenolFutureCareScholarship.org)
- [American Association of University Women](http://AmericanAssociationofUniversityWomen.org)
- [SallieMae.com](http://SallieMae.com)
- Federal StudentAid
  - [Scholarships for family members of military service](http://Scholarshipsforfamilymembersofmilitaryservice.org)
  - [Public Service Loan Forgiveness](http://PublicServiceLoanForgiveness.gov)
- [Bold.org](http://Bold.org)
  - *Includes some scholarships for students of color and first-generation college students.*
  - [Scholarships for Black Students](http://ScholarshipsforBlackStudents.org)
- [Careeronestop.org](http://Careeronestop.org)
  - *U.S. Department of Labor's scholarship search tool. Source for scholarships, fellowships, grants, and other financial aid opportunities.*
- [Unigo.com](http://Unigo.com)
  - Scholarships for master's degree, wide variety
- [Scholarships.com](http://Scholarships.com)
  - *Graduate scholarships*
  - [Scholarships for Women](http://ScholarshipsforWomen.org)
- [Scholarships360.org](http://Scholarships360.org)
- [GoGrad.org](http://GoGrad.org)
  - [Funding Graduate School for Women](http://FundingGraduateSchoolforWomen.org)
  - [Scholarships & Financial Aid for LGBTQ Students](http://ScholarshipsandFinancialAidforLGBTQStudents.org)
- [U.S. Department of Education Grant Programs](http://U.S.DepartmentofEducationGrantPrograms.gov)

## PROGRAM AWARDS

*Program awards will be updated as more information becomes available.*

## SECTION III: CLINICAL EDUCATION

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 and 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 to become 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.

*(Conner, A.B. (2001) Clinical Instruction and Evaluation: A teaching Resource.)*

### TRADITIONAL COURSEWORK VS. CLINICAL EDUCATION

Traditional Coursework	Clinical Education
<ul style="list-style-type: none"> <li>• Acquisition of knowledge/skills</li> <li>• Predictable, definite, beginning and end.</li> <li>• Subject matter highly organized</li> <li>• Objective largely around cognitive domains.</li> <li>• “Social Distance” between instructor and student</li> <li>• Student learning measured by examination or similar assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge and skill</li> <li>• Dynamic/flexible environment</li> <li>• Subject matter lacks rigidity.</li> <li>• Objectives largely around judgement and critical thinking</li> <li>• Close social interaction between instructor and student</li> <li>• Student learning assessed by quality, efficiency, and outcome of care</li> </ul>

*Perspectives on Clinical Education (2001) NATA*

### CLINICAL EDUCATION COURSES

Weekly concentrations: for each clinical course students will have certain subject areas they will work on during clinical experiences with the assigned clinical preceptor. These will be specified for each clinical course in the course syllabus.

### CLINICAL EDUCATION 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 Coordinator of Clinical Education. 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.

### STUDENT IDENTIFICATION AT CLINICAL SITES

All MSAT Program students must be identifiable while placed at clinical sites. Name badges are provided to students at no cost and are required to be worn at all clinical sites in order for clients/patients to differentiate students from credentialed providers. Noncompliance with this policy will result in a student being removed from the clinical site. Repeated noncompliance will result in additional sanctions including removal from the MSAT Program. **This policy is in accordance with CAATE Standard 26A.**

### EMERGENCY CARDIAC CARE AND AED TRAINING

All MSAT Program Students must be CPR certified while enrolled in the MSAT Program. The MSAT Program maintains a programmatic excel document with expiration dates for each student's CPR/AED certification and ensures all students maintain up to date certification. **This policy is in accordance with CAATE Standard 26B.**

### CLINICAL EDUCATION FORMAT

Due to the format of the courses, students are unable to miss course meeting days for clinical assignments; therefore, Tuesdays, Wednesday, and Thursday's students are available for clinical assignments after class ends. Fridays are a required open lab day if the students are not traveling or engaged in clinical assignments, after open lab students can obtain clinical hours for the rest of the week until the following Monday. This format removes some stress to make up work missed during the week due to the responsibilities of the clinical education portion of the program. **This policy is in accordance with CAATE Standard 13.**

### FIRST-YEAR CLINICAL EDUCATION GUIDELINES

The first academic year in the MSAT Program, students are kept on campus for all clinical education experiences. With four courses (three didactic and one clinical) during the first fall and spring semesters the course work is heavier, and the program wants to set students up for success as much as possible. This allows students to avoid traveling to clinical experiences, saving time, and easing some stress associated with a full academic schedule. During the first year in the program students learn all skills and knowledge, except for organization and administration, of being an athletic trainer. This ensures the program has taught students all core information for applying the skills and knowledge of the profession. **This policy is in accordance with CAATE Standard 13.**

### SECOND-YEAR CLINICAL EDUCATION GUIDELINES

The second academic year in the program, students' courses drop from four to three (two didactic and one clinical) this increases the amount of time students have available to be in clinical experiences, applying the knowledge and skills learned during the first year, in a manner more reflective of a practicing athletic trainer. Students are able to experience a four-week immersive, without any course work interfering with the experience. Once the second fall semester starts, the students have experienced an immersive experience and built trust with the clinical preceptor and patient population. The first course during the second fall semester is organization and administration which completes the athletic training education. Both courses during this semester are hybrid courses allowing for more flexibility, continuing in the process of preparing students for becoming an athletic trainer practicing in the field. **This policy is in accordance with CAATE Standard 13.**



## MANDATORY DAY OFF FOR MSAT STUDENTS

Every Monday during the semester is a clinical off day for the students where they have class and the MSAT Program Student Meeting. This time off allows students the opportunity to take care of any personal needs during a business day of the week. **This policy is in accordance with CAATE Standard 13.**

During ATTR 640 Clinical Practicum 4, the students' day off is per the arrangement with the Coordinator of Clinical Education and the preceptor.

## UNIVERSITY CLOSURES, HOLIDAY BREAKS, INCLEMENT WEATHER CLOSINGS

The first year of the MSAT Program for each cohort follows the University calendar for days/holidays off. Any University closing results in the MSAT students not reporting to clinical assignments and/or course meeting times. Therefore, students in the first year are able to take advantage of time off for Juneteenth, 4<sup>th</sup> of July, Fall Break, Thanksgiving Break, Winter Break, Martin Luther King Day, Spring Break, Summer Break.

Students may be required to attend their assigned clinical experience during times of semester breaks and university assigned closures (see university calendar) during the second year in the program.

When the University closes due to inclement weather students are prohibited from going to clinical sites/participating in clinical experiences. This is for student safety. **This policy is in accordance with CAATE Standard 13.**

## MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM CLINICAL EDUCATION 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.

## MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM CLINICAL EDUCATION STUDENT PROFESSIONAL APPEARANCE POLICY

The purpose of the dress code is to create a professional image and allow MSAT Program students to be identified by coaches, athletes, patients, visiting teams, and others as a part of the Radford University Master of Science in Athletic Training Program. This creates a professional image within and outside of the Radford community. Appropriate Athletic Training attire must be worn when a student is at an assigned clinical experience, observation, or in the classroom which includes: the athletic training room, practices, games, and affiliate sites. In addition, appropriate attire is to be worn when attending the health and safety guest speakers, doctor's dictations, and physicals. This attire is

NOT to be worn while out socializing. It is not intended as a dress code for what MSAT Program students wear outside of their educational responsibilities.

## ATTIRE EXPECTATIONS & GUIDELINES

Master of Science in Athletic Training Program students are expected to adhere to the following dress code. If the student is not properly dressed, the student will be excused from the clinical setting or practice area for that day. Repeatedly dressing inappropriately will result in decreased evaluation scores and may result in a decreased grade in the practicum. **If there is any question about attire MSAT Program students should speak with their clinical preceptor(s) before wearing attire in question.** Clothing should be appropriate for the situation. This is the minimum requirement. Each site may have other requirements and request the ATS to dress to those requirements. *MSAT Program Clothing fee will be place in clinical practicum courses.*

### Clinical Experience Game Attire and Affiliate sites (PT clinics, Doctor's offices, etc.)

- Khaki/ Casual pants (*shorts may be appropriate for outdoor clinical experience settings, students are encouraged to discuss with their clinical preceptor*) in neutral colors (*i.e., black, brown/khaki [various shades], navy, etc.*)
- Collared game-shirts/dress shirt or polo (*tucked in, color of game shirt should be of the same color of both clinical preceptor when possible*)
- Appropriate/functional close-toed shoes with closed heel (*i.e., no clogs*)
  - Basketball/court sports: non-marking soles
  - Football: athletic shoes
  - Heels/platform shoes should be functional and minimal

### Practice Attire

- Khaki or Athletic pants or shorts, in neutral colors at an appropriate length (*mid-thigh*)
- Radford University/MSAT Program t-shirt/shirt, polos (*tucked in*) shirts should have sleeves
- Athletic shoes and socks
- When outdoors, students are expected to dress for the current conditions, but must also be prepared should these conditions change. Students are encouraged to keep various outdoor/weather specific gear in their cars (*i.e., rain gear on days calling for possible rain*).

### Classroom

- Attire in the classroom should be plain, Radford University or generic logo, no other institutional, professional, or high school logos.
- No statements/sayings on clothes
- Should allow for free and unrestricted access to body parts being covered in class.

### Overall Guidance

- Open toed shoes such as sandals and flip-flops cannot be worn during clinical educational experiences because of requirements by OSHA (Occupational Safety and Health Administration) to prevent work-place injuries and disease transmission. All shoes worn during clinical experience should be functional in nature and allow the student to meet the physical demands required of the clinical experience.
- No jeans, Spandex/yoga pants, or sweatpants
- Any logos should be Radford University or other institutions logo of clinical sites (*i.e., high school or other college/university*) or small brand logo. No other logos should be worn.
- Hats should be Radford University logo or plain/no logo.
- Clean, neat, wrinkle-free, without holds or extremely worn areas

- Proper hygiene such as regularly cleaning/showering of body, keeping nails to a safe length as to not interfere with duties, wearing deodorant, limited perfume/cologne/fragrances to avoid any allergies conflicts
- Jewelry should be minimal, avoiding dangling and long handing earrings and necklaces for safety purposes, facial piercings should be limited and non-distracting, safe
- Make up should be minimal, neutral colors, and not include bright colors
- All wounds should be covered with a band aid/bandage kept clean and free of infection
- Outer wear with logos of other institutions, schools, teams should be avoided and if it cannot be, the logo should be discreetly and completely covered (i.e., black jacket cover with black electrical tape and not white athletic tape).

**If the MSAT Program students leaves the program for any reason, other than graduation, they are required to return any and all uniforms (T-shirts, jackets, etc.). Failure to do so will result in either an administrative hold place on the student's account or the student billed to replace the items previously issued.**

### STUDENT SUPERVISION

All students in the MSAT program must be supervised during all clinical experiences. A supervised clinical experience is when a program clinical preceptor, either an athletic trainer appropriately certified and licensed, or a medical doctor appropriately certified and licensed, associated with the program is providing supervision of the MSAT Program student as described.

Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be onsite and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care. If the patient/client care is occurring via telehealth or telemedicine, the preceptor must concurrently monitor the patient/client care through appropriate telecommunication technology.

*-CAATE 2020 Standards May 2022 Update, p. 74, definition of supervision*

All clinical assignments must be educational in nature and are associated with one of the program's practicum classes. When in a supervised clinical experience, the student can perform any and all skills that have been instructed and the student's level of mastery is at the comfort level of both the student and the clinical preceptor. **An athletic training student is prohibited from working as a provider of first aid during any time when supervision is not provided. 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 documentation concerning orientation and obtaining approval by the clinical preceptor.

Radford University Athletics Policies and Procedures should be reviewed for understanding and application and should be used for all University clinical sites. MSAT Program students should complete all clinical experience paperwork found in their clinical experience binders. **This policy is in accordance with CAATE Standard 29.**

## IMMUNIZATIONS

Documentation of immunizations is part of the admissions process but must also be submitted to the Clinical Education Coordinator (CCE) 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 immunization by the deadline set by the CCE. Failure to meet the deadline may result in a delay in 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. **This policy is in accordance with CAATE Standard 26F.**

## OSHA & BLOODBORNE PATHOGENS POLICY

All students enrolled in the Master of Science in Athletic Training Program must undergo blood-borne pathogen (BBP) training. The BBP training will occur yearly during Emergency Care Procedures (ATTR 602) in July and then again, the following year in mid-July before the start of the high school summer immersion. 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 experience site. In the case of student exposure to a BBP, the Post-Exposure Control Plan will be implemented. All students are required to sign acknowledgement of the post-exposure plan yearly. **This policy is in accordance with CAATE Standard 26C and 66.**

## 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 26C and 66.**

## 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 Coordinator of Clinical Education of the MSAT Program and/or their clinical preceptor immediately. Any student who has a condition that is contagious in nature will be held 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 student’s personal physician, the team physician and/or the medical director of the MSAT Program.

MSAT Program students should act as all foreign/unidentifiable substances are infectious and use all bloodborne pathogen guidelines to protect themselves from potentially infectious diseases. **This policy is in accordance with CAATE Standard 26E.**

## EMERGENCY ACTION PLANS

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. All students have access to all program EAPs in their clinical experience binders. **This policy is in accordance with CAATE Standard 29.**

## OTHER CLINICAL SITE POLICIES AND PROCEDURES

### RADIATION EXPOSURE PLAN

Any clinical site in which radiation is used as part of a treatment or procedure in which a student is involved in, must provide policy, classification, and procedures for the handling of emergencies involving radioactive materials or areas where radioactive materials are stored and/or used for the student.

### VENUE-SPECIFIC EXPECTATIONS, TRAINING, AND CRITICAL INCIDENT RESPONSE PROCEDURES

Students must participate in any training that is particular to a specific venue at a clinical site and expectations of the MSAT Program students must be clearly communicated prior to the start of the clinical experience. **These policies are in accordance with CAATE Standard 26H, J, K.**

### REGULATION PERTAINING TO OVER THE COUNTER AND PRESCRIPTION MEDICATIONS

Students are to strictly abide by all clinical site policies and procedures for over the counter and prescription medications and should never handle any medications without oversight from the assigned clinical preceptor. **This policy is in accordance with CAATE Standard 66.**

## 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.**



### CRIMINAL BACKGROUND CHECK POLICIES

There may be criminal background checks required for off-campus clinical sites. The area high schools usually require a background check before placement. The CCE will assist in getting all required checks before placement at a clinical site.

### CLINICAL SITE MAINTENANCE OF EQUIPMENT

Each clinical site the MSAT Program utilizes must maintain accurate and up-to-date calibrations of all modalities and/or treatment equipment according to manufacturer guidelines. The CCE maintains records for each clinical site the MSAT Program uses. **This policy is in accordance with CAATE Standard 26D.**

### CLINICAL SITE SANITATION PRECAUTIONS

MSAT Program students must have access, and ability to at minimum, clean hands before and after patient encounters. The preferable option is for all students to have access to a sink and antibacterial soap, but minimally, hand sanitizer with at least 70% alcohol. **This policy is in accordance with CAATE Standard 26I.**

### 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.**

**The CCE ensures all policies and procedures are in place initially when a clinical site is added as an approved clinical site and annually thereafter as documented on the MSAT Program Clinical Education Site Yearly Maintenance Form Appendix X.**

### 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 Coordinator of Clinical Education and/or Director of the MSAT 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 failure of the course and removal from the program. Students are required to submit clinical experience hours at the end of each day via TK20.

### 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 Preceptor Training Handbook.

**This policy is in accordance with CAATE Standards 32 and 33.**

## CLINICAL EXPERIENCE PLACEMENT

Clinical experiment placement is determined by the Coordinator of Clinical Education 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 and are made in the best educational interests of the student. **This policy is in accordance with CAATE Standard 30.**

## STUDENT 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 to 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 hours requirements due to a student not completing and turning in the "Student Pursuits and Goals Post-Graduation Form" is not a valid excuse. Students are responsible for updating this form if there are changes in their 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 scheduled by the Coordinator Clinical Education (CCE). 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

Course

Clinical Experience

Fall I ATTR 610: Practicum I	1- 10-12-week clinical experience at Radford University
Spring I ATTR 620: Practicum II	1- 10-12-week clinical experience at Radford University
Fall II ATTR 630: Practicum III	1- 4-week immersion experience at local high school (mid-July-mid-August) 2- 10-12 clinical experience at a local high school 1- General medical rotation of 15 hours during RU* clinical experience 1- Physical therapy rotation of 15 hours during RU* clinical experience
Spring II ATTR 640: Practicum IV	1- 11-10-week immersive clinical experience (location of their choice)

*\*The general medical, physical therapy, and all other supplemental clinical experiences could be in either the fall or spring semester as determined by the Coordinator of Clinical Education and student circumstances.*

#### CLINICAL EXPERIENCE REQUIRED HOURS POLICY

Each MSAT Program Clinical course has certain clinical education requirements: clinical experience hour requirement, supplemental clinical experiences, and clinical course assignments to be completed in the clinical environmental with patient populations (through use of simulation when needed as determined by the course instructor and program faculty).

- ATTR 610: 150 clinical experience hours
- ATTR 620: 180 clinical experience hours
- ATTR 630: 180 clinical experience hours, equipment intensive summer conditioning immersion clinical experience, general medical and physical therapy supplemental clinical experiences\*
- ATTR 640: 400 clinical experience hours, immersion clinical experience

*\*The general medical, physical therapy, and all other supplemental clinical experiences could be in either the fall or spring semester as determined by the Coordinator of Clinical Education and student circumstances.*

#### EQUIPMENT INTENSIVE IMMERSION CLINICAL 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. The students complete a summer football training camp equipment intensive clinical experience before the start of the second fall semester. The equipment intensive immersion clinical experience prepares students for a common but unique experience in the clinical application of athletic training. The clinical experience starts mid-July and continues into the fall semester. Students are required to return from summer break early to complete the equipment intensive clinical experience. Completion of the equipment intensive

immersion clinical experience is a graduation requirement; students who fail to complete the entire clinical experience as detailed in the summer break reminders form are not eligible for graduation from the MSAT Program.

#### PLACEMENT OPTIONS

The MSAT Program utilizes local to the New River Valley (Ferrum through Radford area) high schools and colleges.

#### IMMERSIVE CLINICAL EXPERIENCE REQUIREMENT

An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

- CAATE 2020 Standards May 2022 Update, p. 70, definition of immersive clinical experience

Clinical immersion refers to intensive experience designed to enable graduates to transition readily to practice.

- (Diefenbeck CA, Plowfield LA, Herrman JW. *Clinical immersion: a residency model for nursing education. Nurs Educ Perspect.* 2006;27(2):72–79.).

Completion of the immersion clinical experience during the second/last spring semester is a graduation requirement; students who fail to complete the entire clinical experience as detailed by the CCE are not eligible for graduation from the MSAT Program.

#### PLACEMENT OPTIONS

The MSAT Program utilizes on-campus preceptors, local to the New River Valley (Ferrum through Radford area) high schools and colleges, or students can locate a clinical site and work with the CCE to obtain all requirements and communicate expectations.

#### SUPPLEMENTAL CLINICAL EXPERIENCES

Students can request supplemental clinical experiences if:

1. There is time available for requested supplemental clinical experience that does not conflict with another, required clinical experience.
2. The student is making satisfactory progress and is in good standing with the MSAT Program.
3. The supplemental clinical experience does not conflict with any MSAT Program courses or requirements.
4. The student must gain prior approval from the Preceptor, Coordinator of Clinical Education, and the Director of the MSAT Program through the use of the “Request for Supplemental Clinical Experience” form.
5. 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 disciplinary actions up to and including removal from the MSAT Program.
6. Program and course requirements will come before any supplemental clinical experience requirements during the time frame of the supplemental clinical experience.
7. 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 MSAT Program is not responsible for any costs).
8. 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 disciplinary actions up to and including removal from the MSAT Program. It is the student’s responsibility to ensure

proper supervision and cease providing medical care and/or advice during supplemental clinical experiences if they do not have proper supervision by the preceptor.

9. 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 disciplinary actions up to and including removal from the MSAT Program.

## CLIENT/PATIENT ABILITY TO DIFFERENTIATE STUDENT VS. PRACTITIONER

Students work side-by-side with preceptors to endure a 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.**

## AT MILESTONES & SKILL EVALUATION GUIDELINES

### AT MILESTONES

The AT Milestones ([Appendix U](#)) are designed for use in evaluation of athletic trainers in the context of their participation in Commission on Accreditation of Athletic Training Education (CAATE) accredited professional education, residency, and fellowship programs. They may also be used to facilitate peer and self-evaluations for the purpose of assessing an individual's maintenance of competence (MOC). The AT Milestones provide a framework for the assessment of the development of the individual in key dimensions of the elements of athletic trainer competency in general practice, as well as within a specialty area of practice.

The AT Milestones have been developed to capture the breadth and depth of athletic training knowledge, skills, attitudes, and behaviors. They are organized to assess six general competencies, adopted from the Accreditation Council for Graduate Medical Education (ACGME), and eight specialty competencies representing the eight specialty areas identified by the CAATE. For every competency, there are specific sub-competencies, each with their own set of progressive milestones for measuring individual performance.

The six general competencies are:

- Patient Care and Procedural Skills
- Medical Knowledge
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice

The eight specialty competencies are:

- Prevention and Wellness
- Urgent and Emergent Care
- Primary Care
- Orthopedics
- Rehabilitation
- Behavioral Health

- Pediatrics
- Performance Enhancement

Obtaining a “Level 3” on all AT Milestones is a graduation requirement; students who fail to obtain a “Level 3” on AT Milestones are not eligible for graduation from the MSAT Program.

### BOARD OF CERTIFICATION STANDARDS OF PROFESSIONAL PRACTICE V. 3.4

Along with the performance set out in the AT Milestones the MSAT Program students will also be held to the Board of Certification Standards of Professional Practice V. 3.4 (Appendix V), which also includes the Board of Certification Professional Responsibility (Appendix W).

#### PRACTICING UNDER PHYSICIAN DIRECTION

##### *BOC Practice Standard 1: Direction*

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules, and regulations. The MSAT Students are also expected to abide by these same standards, including under the supervision of the assigned clinical preceptor. **This policy is in accordance with CAATE Standard 66.**

#### MANDATORY REPORTER OF CHILD ABUSE AND NEGLECT OBLIGATIONS

##### *BOC Code of Professional Responsibility 3.2*

The Athletic Trainer practices in accordance with applicable local state, and/or federal rules, requirements, regulations, and/or laws related to the practice of athletic training including without limitations, applicable state licensing and ethical requirements. This includes both federal and state Mandatory Report of Child Abuse and Neglect laws (Appendix Y).

## DISCIPLINARY ACTIONS: CLINICAL EDUCATION

If a MSAT student exhibits a pattern of inappropriate behavior or any serious behavior that is inconsistent with the athletic training profession, the mission of the Master of Science in Athletic Training Program, the objectives of the clinical education course, or places a patient or client in an unsafe situation, the following is the prescribed course of action.

### DISCIPLINARY GUIDELINES FOR CLINICAL EXPERIENCE SITE

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



## SECTION IV: CLINICAL PRECEPTORS *(Currently being revised)*

CP TRAINING

GUIDELINES

REQUIREMENTS

CONTRACT