

SlipperyRockSM University

Athletic Training Graduate Program



Policy & Procedure Manual

Effective June 30, 2026

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Introduction

Welcome to the Slippery Rock University Athletic Training Graduate Program. This manual has been designed to assist you in becoming a successful graduate athletic training student. The purpose of this handbook is to inform you of the policies and procedures of our graduate program and give you a brief outline of what will take place in the years of your education. As you know, our graduate program is accredited by CAATE. With this accreditation comes a sense of pride and excellence. It is our goal to be one of the best and most effective graduate programs in athletic training possible. In order to do this the athletic training faculty, preceptors and graduate students must all work together to achieve such a lofty goal. It is imperative that you frequently read and refer to this manual. By examining this manual, you will continue to familiarize yourself with the responsibilities and expectations that you have accepted as an athletic training graduate student and decrease the chance of not following proper policies and procedures. Once you have read and understood the information within this manual, please sign the acknowledgment document available on the Graduate AT Program D2L platform and email it to the program director to keep in your permanent file.

Once again, welcome to the SRU Athletic Training Graduate Program. We look forward to working with you as you work towards becoming an athletic trainer.

Visions, Missions, Goals and Outcomes

Slippery Rock University

Vision Statement

Slippery Rock University will excel as an accessible, inclusive and engaging community, centered on student learning, positively shaping the future of the region, through the lives of our graduates.

Mission Statement

Slippery Rock University offers accessible and affordable, broad-based education, through scholarly and creative endeavors, and empowering community-engagement. Educating learners at both the undergraduate and graduate levels, Slippery Rock University fosters an environment of belonging, while ensuring the economic mobility of our graduates. The university is committed to enhancing the quality of life of our learners and our region.

College of Health Professions

Vision Statement

The College of Health Professions prepares health professionals through community engagement, collaboration, and academic excellence.

Mission Statement

The College of Health Professions is a collaborative community of faculty, staff, students, and alumni that seeks to improve human health and the quality of life for all people.

Athletic Training Graduate Program

Vision Statement

The Slippery Rock University Athletic Training Graduate Program envisions a future where our alumni possess sophisticated knowledge, skills and professional behaviors essential to active contribution to the U.S. healthcare system through interprofessional and evidence-based practice and exceptional, patient-centered care. This preferred future also envisions the athletic training program as a foremost leader in modeling innovative didactic and clinical excellence in education.

Mission Statement

The mission of the Athletic Training Graduate Program at Slippery Rock University is to provide graduate education that develops a proficient and contributing entry-level healthcare practitioner in the profession of athletic training. This will be accomplished by facilitating quality didactic and clinical experiences, integrating evidence-based practice (EBP) and interprofessional collaboration, encouraging mastery in the rehabilitation arts, and modeling ethical, inclusive, and professional behaviors.

Program Goals

1. Prepare students to contribute to the greater healthcare system by delivering quality, evidence-based, patient-centered health care, within the scope of practice of an athletic trainer.
2. Guide students to develop critical thinking and clinical reasoning skills through an integrated, comprehensive, and current curriculum.
3. Prepare students to engage in interprofessional education and practice to promote safe patient-centered care, advocacy for the profession, and a culture of professional collaboration.
4. Prepare students to demonstrate cultural competence and respect for all patients across a diverse population.
5. Foster students' professional, legal, and ethical behaviors consistent with state and national standards of practice.
6. Prepare students for immediate and successful transition to autonomous practice in diverse employment settings.
7. Provide students with a variety of progressively advancing clinical experiences to include an immersive residency.

Student Learning Outcomes

Upon successful completion of the Athletic Training Graduate Program, students will be able to:

1. Analyze best practices and evidence for advanced clinical decision making in patient-centered care.
2. Assess, design, and deliver proficient care as primary healthcare providers, with an emphasis in advanced rehabilitation interventions.
3. Perform independently and collaboratively within the greater healthcare network.
4. Exhibit positive, ethical, professional, and interpersonal behaviors as athletic trainers.
5. Transition successfully to employment in a variety of athletic training settings.

Program Core Values

Professionalism
Respect

Collaboration
Inclusivity

Integrity
Compassion

Authenticity
Excellence

Student-Centered
Patient-Centered

Athletic Training Graduate Program

History of Rock Athletic Training

The athletic training education program has been in place at Slippery Rock University since 1974. The program was housed in the Department of Allied Health. At that time one faculty member, one staff member, and two graduate assistants were involved with the program. There were approximately 10 students in this program. Students earned a Bachelor of Science degree in the major Health Science.

By 1984, there was one full-time teaching faculty member and two faculty members with dual appointments who taught the athletic training courses and cared for the athletic teams. They provided care with the aid of four graduate assistants. The program was accessible to any students who met the minimal qualifications for admission. Student census in the program stayed constant at 20-22 students.

By 1991, there were over 100 students seeking one of the 15 seats available each year. There were two full time faculty members and one full time clinical athletic trainer aided by three graduate assistants. In 1992-1993, two additional graduate assistants were employed to assist with mentoring of students. During the 1992-1993, academic year, despite financial constraints, the graduate program was successful in hiring a full time assistant athletic trainer who started in the fall of 1993. Three graduate assistant positions were eliminated to create this position.

During that time a great deal of effort (two years of planning) went into devising an objective admission procedure to accommodate the significant number of entering freshmen who sought admission to the athletic training program. The curriculum was revised, and the "new program" initiated in 1993. The "old" program was phased out completely. The transition to the new program, and the incorporation of the assistant athletic trainer, was assessed as being successful.

In 1994, the Rock Athletic Training Program was one of the first eleven programs in the country to be accredited by the Commission for Accreditation of Allied Health Graduate programs (CAAHEP) with a new set of academic standards. The program was re-accredited by CAAHEP in 1999, making it one of the very first programs in the country to be re-accredited.

During the 2000-2001 academic year, the university restructured several colleges to include the College of Health and Human Services, which housed the Athletic Training Program. The program was moved from the Department of Allied Health to the newly formed Department of Exercise and Rehabilitative Sciences in the College of Health, Environment and Science. Other programs included in the new department were Exercise Science and Adapted Physical Activity. In the spring of 2002, a new accelerated program was approved, which created the opportunity for athletic training students to graduate in 3.5 years or 7 semesters. Additionally, in January 2003 the Board of Governors of the State System of Education approved a proposal to change the athletic training program designation from an emphasis program to a major, thus creating the degree Bachelor of Science in the major of Athletic Training.

The program was re-accredited by CAAHEP in March 2006. In July 2006, the NATA officially transferred accreditation for all athletic training programs to the Commission on Accreditation of Athletic Training Education (CAATE). In the fifteen years since, the program saw tremendous growth and success. The program was awarded a ten-year CAATE accreditation in 2011. Faculty grew from four full-time, masters prepared faculty members with dual appointments and two full time clinical athletic trainers to four full-time, doctorally prepared teaching faculty members and six, full time clinical athletic trainers (one of whom holds a doctorate).

As new health and science programs were developed under the College of Health, Environment and Science, another major restructuring of the college occurred recreating the College of Health, Engineering and Science with an associate dean in the School of Health Sciences.

In the summer of 2015, the National Athletic Trainers' Association (NATA) sponsored Strategic Alliance (NATA, Board of Certification, CAATE, and NATA Foundation) released the recommendation that athletic training education be offered at only the graduate level, requiring all existing undergraduate athletic training programs to transition to a graduate program or close by 2022. Administrators at the institutions of the Pennsylvania State System of Higher Education with accredited athletic training programs decided to collectively propose transition of each respective program. The SRU proposal was submitted in the fall of 2015 and approved by the state system Board of Governors in January 2016.

The final undergraduate cohort of athletic training students was admitted to SRU in the fall of 2016 and graduated in December 2019 and May 2020. The SRU Athletic Training Graduate program started accepting applications for the inaugural cohort on July 1, 2019 and initiated the program in July 2020. The first graduate cohort graduated May 2022.

Two significant events occurred during the 2022-2023 academic year. First, the College of Health, Engineering and Science was divided into two separate colleges: The College of Engineering and Science and the newly formed College of Health Professions. As such, the Department of Exercise and Rehabilitative Sciences was renamed the Department of Exercise Science and Athletic Training and housed under the new College of Health Professions with similar programs such as the Doctor of Physical Therapy, Doctor of Occupational Therapy, and Master of Science in Physician Assistant Studies.

Next, the MSAT Program was granted continuing accreditation by the CAATE for another ten years, the longest time frame that an institution can be accredited for.

In the Fall of 2024, the MSAT Program joined a newly formed department, the *Department of Health and Rehabilitation Sciences*, with the Physical Therapy and Occupational Therapy Programs.

About the MSAT Program

The Athletic Training Graduate Program (MSAT Program) prepares selected graduate students with the knowledge, skills, and abilities to provide excellent, patient-centered care to athletes and the physically active within the five domains of athletic training practice. The Slippery Rock University Athletic Training Graduate Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) (<http://www.caate.net/>). Students fulfilling the total 57 credit hours of academic graduate program requirements will graduate with a Master of Science Degree in Athletic Training.

The MSAT Program at Slippery Rock University is a combination of rigorous academic instruction and authentic clinical experience. The MSAT Program prepares proficient healthcare practitioners who will collaborate with other medical professionals to optimize the activity and wellness of patients and clients in sport, work, and life. Students will engage in the science of athletic training focusing on patient-centered injury and illness prevention, diagnosis, treatment, and care. Specifically, the SRU MSAT Program emphasizes a distinct concentration on advanced therapeutic rehabilitation interventions.

The MSAT Program is guided by the athletic training professional standards and competencies as well as the core program values of professionalism, respect, compassion, interprofessional collaboration, evidence-based practice, and student-centered learning. Graduate students will develop communication, organization, teamwork, problem-solving, and decision-making skills necessary for proficient practice with a diverse population.

Graduate students successfully completing the MSAT Program are eligible to take the Board of Certification (BOC), Inc. examination. Graduates who pass the BOC examination will be qualified to deliver quality health care in various employment settings (e.g., high schools, colleges, professional sports, industrial, military and performing arts), and will contribute to the global medical community by reducing healthcare costs, improving healthcare accessibility, preventing and managing diseases, and promoting wellness.

SRU's MSAT Program offers a different experience:

- SRU has built a recognized reputation, not only in western Pennsylvania but throughout the United States and internationally in health, wellness and clinical sciences, and has gained recognition for the quality of faculty and program content in many ways.
- The undergraduate Athletic Training Program, established in 1974, has a history of excellence in the profession of athletic training with alumni across the state, country and world.
- The university sponsors several health and medical profession programs. This creates opportunities for intentional collaboration of learning and clinical practice with students in other healthcare programs at SRU.
- Essential professional knowledge and skills are combined into logical courses creating an integrated curriculum that follows a more realistic approach to patient care.

The graduate program is committed to providing diverse, authentic, and immersive clinical experiences. Historically, the strength of athletic training education was the pedagogic strategy of participating in formal clinical education while simultaneously enrolled in the didactic coursework. The SRU MSAT Program has maintained that strategy in the design of the graduate program. During the first year of the graduate program, students will participate in clinical experiences under the direct supervision of a trained preceptor (athletic trainer or other medical professional) while enrolled in coursework. Thus, there is immediate opportunity for application of theory to practice. Clinical education takes place on-campus and off-campus with approved preceptors at a clinical site. Students also are required to complete a general medicine clinical experience at a clinical site. Graduate students are responsible for their own transportation to and from the off-campus clinical sites. During the fall semester of the second year, students will participate in a full immersion clinical residency for a minimum of 8 weeks. A final clinical experience will occur during the spring semester of the second year.

The graduate program prepares students for employment in a variety of settings including, but not limited to:

- public and private schools
- colleges and universities
- sports medicine clinics
- professional sport teams
- hospital and physician offices
- industrial sites
- performing arts
- military

Academic Curriculum

The graduate curriculum was built from the foundation of the former undergraduate curriculum program. Because the undergraduate program was in good standing with CAATE in the middle of a ten-year accreditation cycle, continuing accreditation was granted to the new graduate program in athletic training. A new graduate program was created and developed.

The didactic and clinical components of the MSAT Program are offered sequentially over four consecutive semesters and one summer to promote progressive, higher-order learning over time. The MSAT Program courses will be facilitated in a traditional classroom model in which faculty will meet face-to-face with students. Due to the significant number of clinical skills required in the profession, most courses will include a strong practical education component. Classroom time will be spent on the facilitation of knowledge and the application of the content to the clinical setting, which will be tied to the clinical education component. The most unique part of the curriculum is the integration of content into a logical and authentic instructional presentation. Traditional athletic training curricula present content in chunks by topic, i.e., a course on evaluation, followed by a course on modalities, and then a course on rehabilitation, etc. However, this is not how patients present their injuries and illnesses in health care. We have integrated the content by body region and pathology to facilitate learning consistent with a more realistic patient presentation. Topic outlines will integrate discussions about the pathology, etiology, evaluation, and therapeutic interventions by body region, thus facilitating course

discussion via a “pathological” approach. All the Core Competencies outlined within the [CAATE Standards](#) are taught and evaluated in the courses listed below:

ATHT 601 Athletic Training Foundations & Techniques I	3 cr
ATHT 602 Athletic Training Foundations & Techniques II	3 cr
ATHT 603 Evidence-Based Practice in Athletic Training	3 cr
ATHT 604 Clinical Anatomy and Kinesiology I	3 cr
ATHT 605 Lower Extremity Evaluation and Rehabilitation	6 cr
ATHT 606 Upper Extremity Evaluation and Rehabilitation	6 cr
ATHT 607 General Medicine Concepts in Athletic Training	3 cr
ATHT 608 Clinical Anatomy and Kinesiology II	3 cr
ATHT 609 Head and Spine Evaluation and Rehabilitation	3 cr
ATHT 610 Athletic Training Clinical Experiences I	3 cr
ATHT 710 Athletic Training Clinical Experiences II	3 cr
ATHT 715 Advanced Interventions and Techniques in Athletic Training	3 cr
ATHT 725 Administration in Athletic Training	3 cr
ATHT 740 Advanced Athletic Training Clinical Residency	6 cr
ATHT 755 Advanced Synthesis in Athletic Training	3 cr
ATHT 760 Athletic Training Clinical Experiences III	3 cr
Total	57 cr

Course descriptions are available on the [online catalog](#).

Course Sequence

The MSAT Program is offered sequentially over four consecutive semesters and one summer to allow for external opportunities during the summer between the first and second year as well as the opportunity to offset personal financial obligation by encouraging summer employment and possible summer internships.

All MSAT students are registered for their courses by the department secretary during the University registration window as indicated on the Academic Calendar. It is the student's responsibility to monitor their University account and ensure that all holds are resolved prior to the registration window each semester. Students with concerns or questions regarding their student account are strongly encouraged to contact the Financial Aid Office well in advance of the registration window.

If a hold on a student's account prevents registration during the registration window, the student must resolve the hold and be officially registered in all required courses no later than the last day of the add/drop period, as indicated on the Academic Calendar. Students who are not officially registered in their required courses by the close of the add/drop period will not be enrolled in those courses and must meet with the MSAT Program Director to discuss a leave of absence or withdrawal from the program. Due to the sequential nature of the MSAT curriculum, courses not completed in the intended semester may not be available again until the following academic year, which may significantly delay program completion.

Summer - First Year (3 cr)

ATHT 601 AT Foundations & Techniques I

Fall - First Year (18 cr)

ATHT 602 AT Foundations & Techniques II
ATHT 603 Evidence-Based Practice in Athletic Training
ATHT 604 Clinical Anatomy & Kinesiology I
ATHT 605 Lower Extremity Evaluation & Rehab
ATHT 610 Athletic Training Clinical Experiences I

Spring - First Year (18 cr)

ATHT 606 Upper Extremity Evaluation & Rehab
ATHT 607 General Medicine Concepts in AT
ATHT 608 Clinical Anatomy & Kinesiology II
ATHT 609 Head & Spine Evaluation & Rehab
ATHT 710 Athletic Training Clinical Experiences II

Fall - Second Year (9 cr)

ATHT 725 Athletic Training Administration (Online)
ATHT 740 Advanced Athletic Training Clinical Residency

Spring - Second Year (9 cr)

ATHT 715 Advanced Interventions & Techniques
ATHT 755 Advanced Synthesis of Athletic Training
ATHT 760 Athletic Training Clinical Experiences III

Associated MSAT Program Costs:

**Please note that the costs listed below are estimated as closely as possible but may vary*

- [Graduate Tuition](#)
- \$700-\$1000 Textbooks
- \$60 Required/approved uniforms (minimum of 1 uniform shirt)
- \$20 Official SRU Clinical Name Badge
- \$85-100 NATA membership (includes NATA, EATA, & PATS or other state associations)
- \$75-100 CPR/First Aid Certification
- \$75-100 Athletic Training Student Professional Liability & General Liability Insurance, Annual fee (needed for each year)
- \$60-80 Health Care System Clinical Fees (i.e. AHN onboarding fee)
- \$100 PA Criminal History Background Check (Act 34), PA Child Abuse History Clearance (Act 151), PA Department of Education or Department of Human Services FBI Federal Criminal History Record (Act 114) [depending on clinical site assignment], PA Child Abuse Recognition and Reporting Act (Act 126) [depending on clinical site assignment]
- *(Cost dependent on individual insurance)* Inoculations current with OSHA requirements for healthcare providers [depending on clinical site assignment]
- \$100 minimum for Transportation to off-campus clinical rotation (Cost dependent on location of assignment [range of 3 to 30 miles from SRU], cost of gas during specific off-campus assignment, and opportunities to carpool).
- Residency Costs: Students are responsible for all costs of living and working (travel, lodging, etc.) during clinical residency courses. Costs vary depending on geographical location and clinical setting.
- \$400-500 BOC Exam Cost

Financial Aid & Scholarships:

Information on current tuition and assistantships can be found on the main Slippery Rock University Graduate Admissions website at <https://www.sru.edu/admissions/graduate-admissions>. Financial Aid information is available through the Financial Aid Office www.sru.edu/FinAid or the Office of Admissions. Slippery Rock University offers a variety of scholarships based on such factors as academic merit, athletic performance, leadership, community involvement and financial need. Scholarships provide funding that does not have to be repaid. In addition, outside foundations also offer opportunities for students attending an institution of higher education. A full list of scholarships can be found on the Financial Aid webpage at: <https://www.sru.edu/admissions/financial-aid/types-of-aid/scholarships/graduate-scholarships>

Student Withdrawal, Leave of Absence, and Refund of Tuition and Fees

Withdrawal

Students considering withdrawal from the MSAT Program are asked to meet with their faculty advisor and the MSAT Program Director prior to making a final decision. A student who needs to withdraw because of medical or mental health reasons will need to contact the Dean of Students. Students who need to withdraw due to financial constraints should contact Financial Aid for assistance. For permanent program withdrawals, the student is responsible for following all University policies and procedures.

All students reentering the MSAT Program following any approved absence will be required to adhere to the policies and procedures in effect at the time of their return.

The University policy for students to drop, add, or withdraw may be found on the [Academic Policies](#) website.

The University policy for refund of tuition and fees may be downloaded from the [Student Accounts](#) website.

Upon withdrawal or dismissal from the MSAT Program, the aforementioned MSAT Program associated costs may not be refunded.

Readmission After Permanent Withdrawal

A student who has permanently withdrawn from the MSAT Program in good standing may apply for readmission to the program within one year of their withdrawal date. Readmission is not guaranteed and is contingent upon program capacity, the student's academic and professional standing at the time of withdrawal, and the circumstances surrounding the original departure. Students who do not initiate the readmission process within one year of their withdrawal date are no longer eligible for readmission under this policy and must reapply to the program as a new applicant through the standard admissions process, with no guarantee that prior coursework will be applied toward degree requirements.

To be considered for readmission, the student must:

1. Contact the MSAT Program Director in writing to express intent to return and provide a summary of the circumstances that led to withdrawal and what has changed since that time.
2. Complete a formal Application for Readmission through the Graduate Admissions Office.
3. Meet with the MSAT Program Director to discuss the academic and clinical plan for re-entry. Together, the student and Program Director will develop a written action plan for successful program completion.
4. Ensure all outstanding financial obligations to the University are resolved prior to readmission.

5. Provide updated compliance documentation including, but not limited to, a current background check, proof of immunizations, CPR/AED certification, health insurance, and any other documentation required for clinical education.
6. Provide written clearance from a qualified treating healthcare provider indicating fitness to return to full program participation (applicable to students who withdrew for medical or mental health reasons).

Upon readmission, the student will be subject to the degree requirements and program policies in effect at the time of readmission. Due to the sequential and time-sensitive nature of the curriculum, previously completed coursework may need to be repeated or supplemented at the discretion of the Program Director to ensure clinical and academic competency. Students seeking readmission should be aware that the program's degree completion timeline still applies from the point of readmission. Students may apply for readmission only once following a permanent voluntary withdrawal.

Leave of Absence/Deceleration

When certain circumstances are present, it may be possible for a student to decelerate, or take a leave of absence, from their current cohort and reenter the MSAT Program within the next year. Approval for deceleration and readmission to the MSAT Program is contingent upon the circumstances surrounding the decision. Due to the sequential nature of the MSAT Program curriculum, a student must return to the program at the same point where the leave was granted. If a student is approved for deceleration by the MSAT Program Director, the student must be reinstated to active enrollment within the program within one year. All requests for temporary leave are reviewed on a case-by-case basis.

Students who wish to request a leave of absence must:

1. Submit a request in writing to the Program Director stating the reason and specific dates projected for the leave
2. Follow all University policies regarding medical or personal leave of absences.
3. Contact the Program Director in writing no fewer than 90 days prior to the anticipated return date to identify any academic or clinical requirements that must be met before returning and to develop an action plan for success upon re-entry.

Technical Standards

Slippery Rock University Department of Health & Rehabilitation Sciences Technical Standards

A candidate for a graduate program in the Department of Health & Rehabilitation Sciences (Master of Science in Athletic Training, Occupational Therapy Doctorate, Doctor of Physical Therapy) at Slippery Rock University must demonstrate the ability to acquire the knowledge, attitudes, and skills necessary to complete the core educational requirements. The following abilities and characteristics, defined as technical standards, are requirements for admission, retention, promotion, and graduation that may be achieved with or without reasonable accommodations by the university.

The technical standards are **not intended to deter** any candidate from applying, for whom reasonable accommodation will allow the successful completion of the program. Further, attracting and educating future professionals who better represent the populations served in our communities is a collective focus of these programs. All students are asked to attest to their ability to meet the technical standards on a yearly basis, unless changes in their abilities occur in the interim, upon which an updated form is indicated.

Observation: Students should be able to obtain information from classroom and clinical environments. In a lab environment, students must be able to observe peers, lab assistants, faculty, and community volunteers. In the clinical setting students must be able to observe clients/patients. Observation requires the use or functional equivalent of the senses: vision, hearing, and/or touch.

Communication: Students should be able to communicate with all relevant stakeholders to elicit information. Students must be able to establish a therapeutic relationship and maintain sensitive, interpersonal relationships with others from a variety of social, emotional, cultural, and intellectual backgrounds.

Motor: Students should possess the capacity to execute motor tasks needed to provide care and direct treatment. Students must be capable of delivering therapeutic care that ensures the safety of patients, caregivers, and themselves. The application of these psychomotor skills appropriate for the discipline (i.e. evaluation, intervention, testing, etc.) occur in the classroom/lab and the clinical setting. This may include, but is not limited to, performing, demonstrating, or guiding others in the safe lifting, transferring, guarding, and positioning of patients/clients.

Intellectual; Conceptual; Integrative and Quantitative: Students should be able to assimilate detailed and complex information presented in both didactic and clinical coursework. All students must be able to use critical thinking skills to understand and apply foundational and advanced knowledge and theories as well as utilize relevant literature to guide clinical decision making. In addition, students should be able to adapt to the different environments and methods consistent with didactic and clinical learning opportunities.

Social and Behavioral: Students must exhibit sufficient psychological maturity and emotional stability required for full utilization of their intellectual abilities, which includes, but is not limited to, the exercise of good judgment and the prompt completion of responsibilities associated with patient/client care. Students must exhibit integrity, honesty, professionalism, compassion, and are expected to display a spirit of cooperation and teamwork with clients, colleagues, and other care providers. Students should be able to tolerate physically and mentally taxing workloads and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many clients. Students must accept responsibility for learning and exercising good judgment and are expected to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.

Ethics and Professionalism: Students should maintain and display ethical behaviors commensurate with the role of a healthcare professional in all interactions with patients/clients, faculty, staff, students and the public. The student is expected to understand the legal and ethical aspects of the respective profession and function within the law and ethical standards of that profession at all times. All students must meet the technical standards delineated above with or without reasonable accommodation. The Slippery Rock Department of Health & Rehabilitation Sciences recognizes the value that comes from a learning-diverse student body, including students with disabilities. Students who, after review of the technical standards determine that they may require accommodation to fully engage in the program, should contact the Office of Disability Services at Slippery Rock University to confidentially discuss their accommodations needs. All requests will be considered on a case-by-case basis. Given the clinical nature of the program, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

Office of Disability Services (ODS)
disabilityservices@sruc.edu
724-738-4877
<https://www.sruc.edu/offices/students-with-disabilities-office-for>

**Questions about the interpretation of these technical standards can also be directed to the
Program Director for your respective program.**

Master of Science in Athletic Training Program
Kim Keeley, PhD, LAT, ATC
kim.keeley@sruc.edu
724-738-2621

Doctor of Occupational Therapy Program
Miranda Virone, PhD, OTD, MS, OTR/L
miranda.virone@sruc.edu
724-738-2286

Doctor of Physical Therapy Program
Kelly Lindenberg, PT, DPT, PhD, CSCS
kelly.lindenberg@sruc.edu
724-738-4368

My signature below indicates that I have read, understand, and am currently (check one)

- ☐ able to meet the requirements of the technical standards outlined on this document without accommodation.
- ☐ able to meet the requirements of the technical standards outlined on this document with accommodation. (*Documentation must be gained from the SRU Office of Disability Services*)
- ☐ unable to meet the requirements of the technical standards outlined on this document with or without accommodation.

If my status changes at any time, I acknowledge that it is my responsibility to contact the Office of Disability Services, update this acknowledgment, and submit to the program director for the program in which I am enrolled.



Student Signature



Date



Student Name (print)

Program Matriculation

Academic Standards

The [grading system](#) follows the university standard letter-grade basis of "A, B, C, D or F".

Letter Grade	Percentage	Grade Point Average (GPA)
A	90%–100%	4.0
B	80%–89%	3.0
C	70%–79%	2.0
D	60%–69%	1.0
F	< 60%	0.0

Passing grades are considered a grade of "C" or better. All courses must be passed to graduate. Students must maintain a 3.000 or better cumulative GPA on a 4.000 scale throughout all graduate courses attempted at Slippery Rock University to graduate. Each syllabus will describe the grading plan for all assessments according to this system.

Academic Progress and Retention

Progression Requirements from one semester/session to the next:

1. Cumulative GPA of 3.000 for each semester/session
2. Achieve a grade of "C" or better in all didactic and clinical courses
3. Satisfactory clinical placement criteria – See Clinical Education
4. Ability to meet the technical standards for the program
5. Comply with policies & procedures outlined in this manual

All these components must be satisfied for a student to progress to the next semester/session of the program. If the requirements are not satisfied, students must follow the remediation plan described below, when applicable, or be dismissed from the program.

Conditional Acceptance

Students accepted into the MSAT Program under "Conditional Acceptance" must fulfill all requirements before the first day of class. Failure to do so will result in automatic forfeiture of the seat in the program. All other requirements for retention outlined in the acceptance letter must be fulfilled as agreed upon at the time of admission.

No applicant with an undergraduate cumulative GPA below 2.8, at the time of program start, will be granted acceptance into the MSAT Program. Students who enter the program with an undergraduate cumulative GPA between 2.80 and 2.99 will be admitted conditionally and will begin the program on academic probation. Academic probation resulting from GPA at the time of entry will be lifted upon the student's successful completion of their first semester or session with a program GPA of 3.0 or higher. Students who do not achieve a 3.0 or higher in their first semester or session will continue into the subsequent semester on academic probation. The terms and conditions of academic probation, including the consequences of failing to meet probationary requirements, are outlined in the Academic Probation section of this manual.

The ultimate goal of these provisions is the academic success of every student in the MSAT Program. As such, even when a student has met the 3.0 GPA threshold and academic probation has been lifted, the Program Director may require the student to complete an Academic Action Plan if there are concerns about the student's academic trajectory or readiness for the demands of the program.

Academic Advisors and Student Progress Assessment

Students are assigned an AT faculty advisor upon beginning the graduate program. The AT faculty are available to the students via in-person, email, phone and virtually. Students can meet with the AT faculty during their weekly office hours throughout the academic year. At least once per semester, students will meet with their advisor just following midterm to review the student's midterm evaluation summary report. During the advising meeting, academic and professional behavior progress are discussed. If an action plan is needed to improve academic or professional behavior concerns, the student and advisor create it together and work together on improving the concern. Failure to complete the individualized action plan within the designated time will result in an academic or behavior disciplinary action reprimand, as stated in this manual.

Academic Remediation Plan

The purpose of the Academic Remediation Plan is to help ensure students are progressing through the program at the appropriate level for matriculating towards graduation and successfully becoming an athletic trainer. The need for remediation can occur based on a few paths, and each are outlined below. Any time a student earns less than a B grade (<80%) on an exam, quiz, or assignment, the student is expected to initiate a meeting with both the course instructor and their faculty advisor within 3 business days of receiving the grade to develop a plan to address the situation.

- 1) **Mid-semester Evaluations:** Each semester, regardless of their level of achievement, students meet with their academic advisor to discuss their academic and overall progress in the program. If an insufficiency is found in their academic progress and/or professional behaviors, an individualized action plan is created between the student and academic advisor to address the issue(s). Remediation includes, but is not limited to, any one or more of the following actions: 1) meet with a tutor, course instructor, and/or academic advisor; 2) attend open labs; and 3) use additional resources, such as the university tutoring center or writing center. The academic advisor and student will utilize a combination of the above strategies to individually address academic and/or behavioral concerns.
- 2) **Individual Courses:** A minimum score of 80% must be met on individual course assessments (i.e., quiz, exam, project, paper). If an assessment fails to meet the 80% minimum score or better, the student will meet with the course instructor within 3 business days of receiving the grade to develop a plan to address the situation. An individualized action plan will be created between the student and instructor to address the insufficiencies, ensuring the student's understanding of the course assessment. Remediation may include, but is not limited to, any one or more of the following actions: 1) retake the exam/assignment within one week following the original exam/assignment or at the discretion of the instructor; 2) attend open labs; 3) complete related activities (i.e., videos, worksheets, readings); 4) meet with the instructor for individualized tutoring and/or discussions; and 5) use additional resources, such as the university tutoring center or writing center. Following remediation activities, students will be reassessed on the original content that was insufficient.
 - a) **Individual Course Assessment Questions/Items:** Questions/Items for course assessments are linked to a CAATE curriculum standard. Following the completion and grading of a course assessment, the AT faculty reviews the assessment method with the students, identifying questions/items that were not completed successfully. If the student fails to achieve a passing grade on a particular question/item, the student will demonstrate an understanding of the specific question(s)/item(s) through remediation. Remediation may include, but is not limited to, any one or more of the following actions: 1) complete related activities (i.e., videos, worksheets, readings) pertaining to the question/item content and associated CAATE curriculum standard; and 2) meet with the instructor for individualized tutoring and/or discussions on the student's understanding of the question/item content and associated CAATE curriculum standard. Following remediation activities, students will be reassessed on the original content that was insufficient.

3) **Clinical and Residency Courses:** Comprehensive clinical exams (written and practical)

a) Comprehensive Written Examination:

A comprehensive written examination will be administered to assess the student's retention of knowledge and information learned during previous semesters. Students are expected to pass with a minimum score of 80%. Students who fail to successfully pass the written examination on the first attempt must schedule an appointment with the instructor within 3 business days to schedule a retake of the written examination. This retake must occur by the end of finals week, and the student must achieve a score of 80% or better. Failure to successfully pass the written examination on the second attempt will result in remedial activities and a retake during the subsequent semester.

A grade of "Incomplete" will be assigned in the course until the remedial activities and examination retake are successfully completed. The student will have two weeks into the start of the next semester to show completion of the remedial activities and retake the written examination. Upon successful completion (80% or better) of the third attempt, the average score of all three attempts will be calculated, recorded as the exam score (no more than 80% of the original exam score), and calculated into the final course grade and posted. Failure to pass the third attempt of the written examination or to complete the remedial activities by the two-week deadline of the next semester will result in: (1) the original grade for the written examination being calculated into the final course grade and (2) the creation of an individualized academic action plan with the student's academic advisor aimed to further develop necessary knowledge and skills. Failure to reach an 80% on a comprehensive written examination may result in a delay of progression with the student's clinical experience.

b) Comprehensive Clinical Skills Examination:

The purpose of the comprehensive clinical skills examination is to assess the student's learning and application of program content over time. This clinical skills exam will consist of hands-on skills acquired during previous semesters. Students will be challenged with a comprehensive clinical skills examination with a minimum passing expectation of 80% for overall exam and each individual clinical skill. Students who fail to successfully pass any portion of the clinical examination on the first attempt must retake the portion(s) of the examination which they did not earn a passing score. Students are responsible for scheduling a meeting with the course instructor within 3 business days, to schedule the retake. This retake must occur by the end of finals week, and the student must achieve a score of 80% or better on each individual skill and the overall exam. An average of the two clinical skill scores will be calculated into the overall exam grade, (no more than 80% of the original skills score), which will be recorded for the final skills exam grade. Failure to successfully pass the comprehensive clinical skills examination, or any individual skill, on the second attempt will result in remedial activities and a retake during the subsequent semester.

A grade of "Incomplete" will be assigned in the course until the remedial activities and clinical skills examination retake are successfully completed. The student will have two weeks into the start of the next semester to show evidence of completion of the remedial activities and retake the clinical skills examination. Upon successful completion of the third attempt, an average score of the three exam attempts will be calculated (no more than 80% of the original exam score) and recorded into the final skills exam grade and posted. Failure to pass the third attempt at the clinical skills examination or to complete the remedial activities by the two-week deadline of the next semester will result in: (1) the original grade for the clinical skills examination being calculated into the final course grade and (2) the creation of an individualized academic action plan with the student's academic advisor aimed to further develop necessary knowledge and skills. Failure to reach an 80% on a comprehensive written examination may result in a delay of progression with the student's clinical experience.

Graduation Requirements

1. Complete all athletic training graduate program courses (a total of 57 credits) with a grade of "C" or better.
2. Earn no more than 2 C's in the athletic training graduate program courses.
3. Earn a cumulative MSAT program GPA of 3.000 or better.
2. Be in good academic standing with the MSAT Program, Office of Graduate Admissions, and University.
4. Be in good professional standing with the Board of Certification and NATA.
5. Successful completion (80% or higher) of a comprehensive practical assessment to be administered in the AT Clinical III course.
6. Successful completion (80% or higher) of a comprehensive didactic assessment to be administered in the AT Clinical III course.
7. Recommendation for graduation by the Athletic Training Graduate Program, the Department, and the University.
8. Satisfaction of all financial obligations to Slippery Rock University.

Students must complete a formal application to graduate by the posted deadline. It is student's responsibility to complete all degree requirements.

Statute of Limitations

As per University policy, all requirements for the MSAT Program must be completed within a six-year period commencing with the first graduate course taken at SRU. The student's academic dean may extend this period upon written request from the student for justifiable reasons. This extension request must be supported by the graduate program director before submission to the academic dean. Once a student matriculates into a graduate program, there will be an absolute limit of ten years to complete all degree requirements.

Academic Discipline Policy

Students are encouraged to review the SRU Graduate Catalog for [academic policies](#).

Academic Probation

A student who does not meet academic standards will be placed on academic probation. A student will be placed on academic probation for one of the following reasons:

- Entering the MSAT program with below a 3.0 GPA
- One semester below a 3.0 cumulative GPA
- Earning 2 C's in the program

Academic probation is an indication that the student is not making sufficient academic progress required for graduation and needs to take corrective action. It is intended to be an opportunity for the student to use their resources to build upon their strengths, address their challenges, and improve their likelihood of academic success. During the semester-long academic probation, the student is required to create an Academic Action Plan Contract with their academic advisor and meet consistently with their advisor and program director to address the issues that placed the student on probation and prevent any future academic violations.

The ultimate goal of these provisions is the academic success of every student in the MSAT Program. As such, even when a student has met the 3.0 GPA threshold and academic probation has been lifted, the Program Director may require the student to complete an Academic Action Plan if there are concerns about the student's academic trajectory or readiness for the demands of the program. It is the student's responsibility to schedule

all meetings with their academic advisor, course instructor, and/or program director to comply with their Academic Action Plan. Failure to do so in a timely manner, may result in disciplinary action.

When on academic probation, the student will be required to:

- Follow the Academic Action Plan created with the academic advisor
- Meet weekly with their assigned advisor
- Meet bi-weekly with the program director
- Other interventions as determined by the program director, advisor, and student.

A student on academic probation for entering the MSAT program with below a 3.0 cumulative GPA:

- When the student has successfully achieved a cumulative GPA of 3.0 or better, the period of session-long academic probation will be lifted.
- Students who do not achieve a 3.0 or higher in their first semester or session will continue into the subsequent semester on academic probation and follow the steps outlined by the falling below a 3.0 cumulative GPA policy stated below.

A student on academic probation for falling below a 3.0 cumulative GPA:

- When the student has successfully met the requirements of the Academic Action Plan and achieved a cumulative GPA of 3.0 or better, the period of semester-long academic probation will be lifted.
- Failure to complete the Academic Action Plan and achieve a 3.0 or better by the end of the academic probation period will result in academic suspension. See Academic Suspension Policy.

A student on academic probation for earning 2 C's in the program:

- When the student has successfully met the requirements of the Academic Action Plan after the semester-long academic probation, the student will be considered in "Good Standing".
- Failure to complete the Academic Action Plan by the end of the semester-long academic probation period will result in academic suspension. See Academic Suspension Policy.
- The student will create a long-term plan with their advisor to avoid the risk of earning a third "C" in the program and being placed on Academic Suspension. See Academic Suspension Policy.
- Failure to participate to a satisfactory level in the long-term plan will result in academic suspension. See Academic Suspension Policy.

Academic Suspension

A student placed on academic suspension is removed from the MSAT Program. A student will be placed on academic suspension for the following reasons:

- Two successive semesters below a 3.0 cumulative GPA
- Earning a grade of D or F in the program
- Earning 3 or more C's in the program

A student has one month after notification of suspension to submit a written petition to the program director and academic dean to request readmission with the next cohort. If readmission is granted, the student will resume progress in the MSAT Program full-time with the next cohort, at the beginning of the semester where the academic violation occurred.

Readmission criteria will be designed by the program director and faculty to specifically give the student the best possibility of success. This may include the repetition of courses previously completed with passing grades (i.e. clinical courses). A course may be repeated once. If a course is approved for repeat, the most recent grade, regardless of whether it is higher or lower, will be used to calculate the cumulative MSAT Program GPA.

The student may request only one readmission to the program. Readmitted students are responsible for meeting all academic requirements in effect at the time they are readmitted, not at the time they were originally admitted to the university. Failure to meet the readmission criteria as outlined in the contract by the program director following the period of suspension will result in permanent dismissal from the graduate program.

Academic Dismissal

A student who is dismissed due to academic reasons will be removed from the MSAT Program with no option to appeal. A student will be dismissed for the following reasons:

- Academic suspension for a second time

In the final semester of year 2:

If a student falls below a cumulative GPA of 3.0, earns a second grade of C, or earns two grades of C, one of the following actions will occur:

- Second grade of C only - graduate
- Earn two grades of C only - graduate
- Fall below cumulative GPA 3.0 only - cannot graduate
 - Take any graduate course during next available term to increase GPA above 3.0
 - Retake an ATHT course with a grade of C during next available offering to increase GPA above 3.0
 - When successfully above 3.0 the student will graduate at the next graduation date

If a student falls below a cumulative GPA of 3.0 for two successive semesters, earns a third grade of C, or earns a grade of D or F, the student will be placed on academic suspension and cannot graduate. *Refer to Academic Suspension Policy.*

NOTE to Pre-AT 3+2 Students Entering the Athletic Training Graduate Program

Provision: Should a Pre-Athletic Training 3+2 student from SRU or any other institution be unsuccessful in completing the 1st year (any of summer, fall, or spring semesters) of the Athletic Training Graduate Program and wants to complete the original undergraduate degree, it is solely up to the discretion of their undergraduate program Department Chair to determine which, if any, graduate level Athletic Training courses will count toward the completion of his/her undergraduate degree. In addition, students must complete any unfulfilled requirements of their undergraduate major. Students may still apply to the MSAT Program with an earned bachelor's degree.

Academic and Behavioral Integrity

Students are expected to follow this Athletic Training Policy and Procedure Manual. In addition to these policies, students must comply with all MSAT Program requirements and procedures.

As a Slippery Rock University student, you should know your rights and responsibilities.

Academic Integrity

Purpose of SRU's Academic Integrity Policy

The value of education is determined by the quality and character of its students and graduates. Therefore, students, student organizations, management, and faculty are expected to uphold academic integrity.

Definition of Academic Integrity

Academic integrity refers to the adherence to agreed-upon moral and ethical principles when engaging in academic or scholarly pursuits. Mastery of subject matter should be demonstrated in an honorable and straightforward manner.

The Significance of Course Grades and the SRU Degree

A course grade certifies both your knowledge of that particular material and a standard of academic integrity. The SRU degree certifies to society both the educational achievement and the fulfillment of our standards, which include ethical and moral behavior.

Discipline

Inherent in the learning process is a commitment to discipline. Discipline is a specific form of training that looks to the future where one learns lessons and makes better choices. The instructor will guide the learning process by identifying unacceptable behavior and work with students to define the problem and guide them to make better choices. This process preserves the value and reputation of the degrees conferred by SRU. There are two types of discipline: pre-emptive and corrective discipline. Pre-emptive discipline is a means of training which mandates that the student undertake certain appropriate actions in the course of the learning process. Corrective discipline could be implemented when students engage in dishonest behavior.

Dishonest Behavior

Dishonest Behavior that would merit corrective discipline is defined as any action that gives the student an unfair advantage. Academic dishonesty may take many forms. Examples of academic dishonesty include, but are not limited to, the following:

- Buying, selling, or trading papers, projects, or other assignments.
- Using or attempting to use any unauthorized book, notes, or assistance (for example, copying another student's test or homework).
- Plagiarizing and/or submitting the work of another as your own. Including but not limited to Artificial Intelligence (i.e. Chat GPT), etc.
- Completing class work for another person.
- Fabricating information or citations.
- Facilitating dishonest acts of others pertaining to academic work.
- Possessing unauthorized examinations.
- Submitting, without instructor permission, work previously used.
- Tampering with the academic work of another person.
- Ghost-taking an exam in place of a student or having any person take an exam in your place.
- Any attempt to falsify an assigned grade on an examination, report, or program or in a grade book, document, or other record.
- Any attempted, or actual computer program theft, illegal use of software; illegal downloading or streaming of copyrighted media, or inappropriate use of the internet; such as, but not limited to, illegal or unauthorized transmission; or improper access to any computer system or account.
- Any attempted, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment, practical, or examination (all parties are considered responsible).
- Forging a faculty member's or administrator's signature on any document.
- Copying and pasting digital media including, but not limited to, email correspondence, text, images, or other media from online sources without proper citation, the copyright owner's permission to use the digital media; or, evidence of having performed a favorable fair use analysis.
- Copying and pasting significant portions of digital media with or without citation.
- Using smart/electronic devices to acquire or share information during an examination, quiz or practical assessment.

- Sharing information via any means with other students during an examination, quiz or practical assessment during the assessment window and/or when other students are being assessed at a later time.
- Use of Artificial Intelligence (Chat GPT, etc.) is strictly prohibited unless specifically stated by the course instructor.

As a student in this program, if you do not understand whether something is or is not a breach of academic dishonesty, you must consult with the instructor prior to undertaking the activity.

Dishonest behaviors have implications to the student, to the university and prospective employers, including those who provide internships. (Please refer to graduate catalog for more information). Course instructors, the university, and students have rights and responsibilities. (Please refer to graduate catalog for specific information).

The Student's Role in Academic Integrity

- Taking responsibility for one's own actions both positive and negative.
- Understanding the consequences of both positive and negative behaviors to all stakeholders: oneself, the institution, the faculty and management, the assessment process, and fellow students.
- Engaging in actions to change behavior that is negative.
- Changing one's thinking at a deep level leading to positive changes in one's actions.
- Becoming a positive role model for others by one's actions.

Athletic Training Graduate Program Policy on Academic Dishonesty

It is the policy of the Athletic Training Graduate Program to refer cases of academic dishonesty to the Office of Student Conduct. The instructor will inform the departmental chairperson and the MSAT Program director of the problem and its resolution. The department chairperson is to forward the information to the appropriate dean who will then inform the Provost and Vice President for Academic Affairs. Students charged with academic dishonesty will deal with the course instructor and the coordinator of the Office of Student Conduct. When the instructor refers the matter to the Office of Student Conduct, the coordinator will begin institutional action through an investigation into the matter. If there is sufficient cause, students will be notified of the charges brought against them under the Code of Conduct. The student may then face judicial action, in addition to the instructor's action, which may include a university hearing board that could lead to suspension or dismissal from the university. In this course, the minimal punishment for any student determined to be engaging in academic dishonesty will be a "0" (Zero) on that assignment or test. Depending upon circumstances and seriousness of the offence, the instructor may assign an "F" (Failure) for this course.

Upon decision by the Office of Student Conduct and the instructor, the student will be subject to **Disciplinary Action**.

To view the full Academic Integrity Policy please refer to: <https://catalog.sru.edu/academic-policies/academic-integrity/>

Behavioral Integrity

Unacceptable Behavior

Students must comply with the Athletic Training Graduate Program, Office of Graduate Admissions, and University policies and procedures, as well as the NATA and PATS Code of Ethics, the Board of Certification Standards of Professional Practice, and the PA State Board of Medicine rules and regulations while enrolled in the graduate program. Examples of unacceptable behavior include, but are not limited to, the following:

- Insubordination
- Unprofessional Behavior
- Breach of Confidentiality & Duty
- Violation of HIPAA

- Unexcused Absences
- Chronic Tardiness
- Dress Code Violations
- Theft / Vandalism
- Sexual Harassment/Abuse
- Fraternization
- Contact with a minor non-specific to care delivered during assigned clinical education
- Falsifying Clinical Hours
- Academic Dishonesty/Misconduct
- Substance / Alcohol Abuse
- Accepting bribes, gifts, gratuities
- Bullying / Cultural Insensitivity
- Arrest for a felony or misdemeanor
- Conduct unbecoming of an Athletic Trainer as outlined in the NATA and PATS Code of Ethics & BOC Standards of Professional Practice
- Excessive / personal use of cell phone/texting in class and clinical experiences
- Unprofessional or excessive use of social media, especially during class, lab or clinical experiences
- Use of tobacco products, alcohol or drugs while representing the Athletic Training Graduate Program and clinical site. This includes while traveling during clinical experiences.
- Publicly express opinions of treatment and/or care rendered by a physician, another athletic trainer, or other healthcare provider.
- Other actions as determined by the Athletic Training Faculty

If a student fails to comply with the standards set forth in this Policy and Procedure Manual because of unacceptable behavior in the clinical or academic settings, disciplinary action (see below) will be taken. The graduate program director reserves the right to alter the following as deemed necessary.

Behavioral Disciplinary Action

Any student who violates the Academic Integrity or Behavioral Integrity expectations of the MSAT Program will be subject to disciplinary action which could include point reductions in the affected course(s), reprimand, probation, suspension and dismissal from the program depending on the severity and frequency of the offenses.

Behavioral Reprimand

A written reprimand will serve as the first step to document concerning behavior, recommend corrective steps, offer a warning against continued behavior(s), and outline future consequences.

Behavioral Probation

Probation indicates that a student will need to participate in corrective action as a result of their behavior violation(s). A student will be placed on behavioral probation for one full semester. The student will need to refrain from the unprofessional behavior for the length of the probation at which time the program director and core faculty will conduct a formal professional re-evaluation.

Behavioral probation is an indication that the student needs to take corrective action. It is intended to be an opportunity for the student to use their resources to build upon their strengths, address their challenges, and improve their likelihood of professional success. During the semester-long behavioral probation, the student is required to create a Professional Behavior Action Plan with their academic advisor and meet consistently with

their advisor and program director to address the issues that placed the student on probation and prevent any future violations. The student will be required to:

- Follow the Professional Behavior Action Plan created with the academic advisor
- Meet weekly with their assigned advisor
- Meet bi-weekly with the program director
- Other interventions as determined by the program director, advisor, and student.

Behavioral Suspension

A student placed on behavioral suspension is removed from the MSAT Program. A student will be placed on behavioral suspension for the following reasons:

- Repeat offense(s)
- Multiple behavioral violations
- Significant (criminal) behavioral violations
- Failure to resolve previous violation (probation)

A student has one month after notification of suspension to submit a written petition to the program director and academic dean to request readmission with the next cohort. If readmission is granted, the student will resume progress in the MSAT Program full-time with the next cohort, at the beginning of the semester where the behavioral violation occurred.

Readmission criteria will be designed by the program director and faculty to specifically give the student the best possibility of success. This will include behavioral expectations for the remainder of their matriculation in the program.

The student may request only one readmission to the program. Readmitted students are responsible for meeting all academic and behavioral requirements in effect at the time they are readmitted, not at the time they were originally admitted to the University. Failure to meet the readmission criteria as outlined in the contract by the program director following the period of suspension will result in permanent dismissal from the graduate program.

Behavioral Dismissal

A student who is dismissed will be removed from the MSAT Program with no option to appeal. A student will be dismissed for the following reasons:

- Behavioral suspension for a second time
- Felony arrest
- Fraternization with a minor
- Other

Students who violate the Academic Integrity Policy will be subject to the Academic Discipline Policy and the Behavioral Discipline Policy.

Athletic Training Student Grievance Policy

The MSAT Program follows those policies and procedures outlined by the university specific to FERPA, grade appeals, and equal treatments.

Student Complaints & Harassment

The MSAT program provides opportunities for students to voice their concerns while in the program. Students should first attempt to informally resolve issues with their advisor and/or instructor of record. Students may

submit an informal complaint to the program director. In addition, Slippery Rock University provides policies and procedures for student complaints addressed below.

Student Mistreatment

The program does not condone student mistreatment in the didactic or clinical phases of the program. Student mistreatment is defined as a student being treated unfairly compared to other students. The MSAT program student mistreatment policy is separate from the university policies for harassment, sexual harassment, academic appeals and student grievance. If students believe they are being treated unfairly, the student should first contact the program director. If the situation remains unresolved, the next step is to contact the dean of the college of health professions.

Students who wish to appeal a grade may do so through the university policies and procedures. The final grade appeal policies and procedures can be found at the following link for [Final Grade Appeal Policies and Procedures](#). Students who wish to appeal a program decision may appeal through a written letter describing the basis for the legitimate disagreement associated with the program decision. Legitimate disagreements regarding program decisions may include but are not limited to significant and unwarranted deviation from program policies and procedures outlined in the MSAT program policy manual, decisions made that are arbitrary and capricious based on whim, impulse, or caprice, and through no fault of their own a student was not provided with the same opportunity within the program as other students. This appeal letter is to be sent to the Dean of the College.

Student Complaints

SRU participates in Federal student aid programs that are authorized under Title IV of the Higher Education Act of 1965. Participating institutions must be legally authorized to operate within the state in which they are located. Title 34 CFR §600.9 requires states to have a "process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws." Title 34 CFR §668.43(b) requires that institutions: "make available for review to any enrolled or prospective student upon request, a copy of the documents describing the institution's accreditation and its State, Federal, or tribal approval or licensing. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint." To comply with this regulation, SRU provides the following information to our prospective students, current students, and the community. SRU makes every effort to handle student complaints internally using policies and procedures outlined on the SRU website consumer information page – <https://www.sru.edu/students/student-consumer-information>.

Please see the graduate catalog for Academic Complaints
<https://catalog.sru.edu/graduate/academic-policies/academic-complaints/>

Allegation of Harassment

Slippery Rock University's discrimination and harassment policy seeks to provide an environment that is free from discrimination, including the form of discrimination recognized as harassment based upon race, color, sex, sexual orientation, gender identity, gender expression, national origin, religion, age, disability, age/or veteran status in accordance with applicable federal and state laws and regulations. It is the policy of Slippery Rock University that discrimination is unacceptable and will not be tolerated. The university will take action to prevent discrimination and harassment, including, if necessary and as appropriate, disciplining any individual whose behavior violates this policy.

For the complete policy and procedure visit the links below or contact the Office for Diversity and Equal Opportunity: 724-738-2016.

Notice of Non-Discrimination:

<https://www.sru.edu/offices/human-resources-and-compliance/notice-of-nondiscrimination>

Communicable Disease Policy

The purpose of this Communicable Disease Policy is to protect the health and safety of all parties involved in the SRU MSAT Program. This policy is to ensure the welfare of the students enrolled within this program as well as the patients, students, or employees that students may come in contact with during clinical experiences. It is designed to provide athletic training students, preceptors, and Athletic Training faculty with a plan to assist in the management of students with infectious diseases as defined by the Pennsylvania Department of Public Health.

It is the policy of the MSAT Program not to discriminate against any applicant or student who has or is suspected of having a communicable disease. As long as an applicant or student is able to satisfactorily perform the essential functions of the MSAT Program and there is no medical evidence indicating that the person's condition is a threat to the health or safety of the individual, patients, students, or others, an applicant or student shall not be denied admission or continued active student status, based on whether or not he/she is suspected of having a communicable disease. The MSAT Program will consider the educational status of individuals with a communicable disease or suspected of a communicable disease on an individual, case-by- case basis following procedures outlined by the University.

What is a Communicable Disease?

The Pennsylvania Department of Public Health defines a communicable disease as an illness which is capable of being spread to a susceptible host through the direct or indirect transmission of an infectious agent or its toxic product by an infected person, animal or arthropod, or through the inanimate environment.

Procedures:

Any student that is diagnosed with having a communicable disease of any form is required to report that disease to the program director of the MSAT Program and SRU Student Health Services. Students that contract a communicable disease are required to obey prescribed guidelines by his/her attending physician and the recommendations of the University affiliated physicians at SRU Student Health Services. Students may not participate in clinical rotations and field experiences during the time they are affected by the communicable disease and shall not return to clinical participation until allowed by the attending physician (this must be in written format to the Athletic Training Program Director).

The following communicable diseases that pertain to this policy are, but not limited to:

- | | | |
|-------------------------------|---|-----------------------------------|
| • Acute Flaccid Myelitis | • HIV/AIDS | • Pertussis (whooping cough) |
| • Amebiasis | • Human Papilloma Virus (Genital Warts) | • Poliomyelitis |
| • Babesiosis | • Influenza | • Rabies (animal, human) |
| • Campylobacteriosis | • Legionellosis | • Rocky Mountain Spotted Fever |
| • Chancroid | • Lyme disease | • Rubella |
| • Chicken Pox (Varicella) | • Malaria | • Salmonellosis (typhoid fever) |
| • Chlamydia | • Measles | • Shigellosis |
| • Clostridium Difficile | • Meningitis (bacterial) | • Streptococcal Infection |
| • COVID-19 | • Meningococcemia | • Syphilis |
| • Cryptosporidiosis | • Molluscum Contagiosum | • Tetanus |
| • Eastern Equine Encephalitis | • Mumps | • Tuberculosis |
| • Ehrlichiosis | • MRSA | • Scabies |
| • Escherichia Coli | • Nongonococcal Urethritis (NGU) | • Sexually Transmitted Infections |
| • Giardiasis | • Norovirus Infection | • West Nile Virus |
| • Gonorrhea | • Pediculosis | • Zika Virus |
| • H1N1 | • Pelvic Inflammatory Disease (PID) | |
| • Haemophilus Influenzae | | |
| • Hepatitis A, B, & C | | |
| • Herpes | | |

Guidelines for Prevention of Exposure and Infection

- Students must successfully complete annual blood borne pathogens training.
- Students are required to use proper hand washing techniques and practice good hygiene at all times.
- Students are required to use Universal Precautions at all times when functioning as a student in the SRU MSAT Program. This applies to all clinical sites.
- Students are not to provide patient care if they have active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection

If a student believes they may be in danger of contracting a communicable disease or becomes ill, they must report to the SRU Student Health Center on campus or other appropriate treatment facility for evaluation and inform their supervising preceptor and program Clinical Education Coordinator (CED) immediately. Upon evaluation, a qualified medical practitioner will determine the appropriate intervention needed and the amount of time the student shall remain out of contact with others to prevent transmission.

If the student acquires a communicable disease, the student will notify their supervising preceptor and program CED as soon as possible to determine the amount of time the student will be absent from the clinical experience. In the event of exposure, or potential exposure, students are responsible for all costs associated with any testing or treatment related to a possible exposure.

The student is responsible for keeping the supervising preceptor and program CED informed of their conditions that require extended care and/or missed class/clinical time. The student will be required to provide written documentation from a physician to return to class and/or the clinical placement site.

Blood Borne Pathogen Policy

Each year, the athletic training student is required to complete a formal blood borne pathogen training.

The objectives of the Blood Borne Pathogen Policy are to:

1. Recognize blood borne pathogens as a serious health problem that requires immediate attention.
2. Guarantee persons with blood borne illnesses complete confidentiality and proper medical treatment.
3. Provide the proper education about blood borne illnesses for the persons infected.

Procedures for Managing Potential Exposure:

1. Students will be informed about various blood borne pathogens including HIV and HBV through the blood borne pathogens training. The goal of the programs is to promote the safety and awareness of blood borne pathogens for members of the MSAT Program.
2. Students exposed and/or infected with blood borne illnesses are encouraged to IMMEDIATELY inform the supervising preceptor and the program CED who will refer the student to the SRU Student Health Center or other appropriate treatment facility for proper medical treatment, education, medical care, or counseling. The Health and Safety office will also be notified. These steps must be taken immediately to ensure the safety of those parties involved. This will be handled with strict confidentiality. The **Guidelines for Managing a Potential Infection** will be initiated as described in the **Communicable Disease Policy**.

3. Anyone involved with the care of patients/athletes (athletic training students, athletic trainers, team physician, etc.) will exercise the proper handling techniques (i.e. universal policy) of all injuries with exposed bodily fluid (open wounds, etc.). Gloves and masks/face shields are available for your use.
4. All bodily fluids (blood, etc.) and related items (gauze pads, scalpels, needles, etc.) will be disposed of in the proper biohazard waste containers. Infected material will be disposed of in properly marked biohazard waste containers. The Slippery Rock University Health and Safety office will oversee the disposal of waste material.
5. In accordance with University policy, no athletic training student will be restricted from use of the athletic training room based on their history of blood related illnesses.
6. In the event of exposure, or potential exposure, students should immediately inform the Program Director. It is the student's responsibility to encumber all costs associated with any testing or treatment related to a possible exposure.

Confidentiality Policy

All athletic training students are required to respect the athlete/patient's right to privacy and protect their athlete/patients' personal health information at all times. Protected or personal health information refers to a patient's name, social security number, demographic information, medical histories, tests and laboratory results, diagnoses, physical conditions, mental health conditions, medical or therapeutic interventions, insurance information, written and electronic documentation, and other data that healthcare professionals collect to identify an individual and determine appropriate plans of care. In the case of athletes, this includes their number, position, and/or other sport related identifiers. All MSAT Program students are expected to adhere to the Confidentiality Policy at all times regarding patients at on-campus and off-campus clinical sites.

It is the responsibility of all personnel and students within the MSAT Program to ensure that all patient information, personal, medical, or education related, remains confidential. All personnel are to comply with HIPAA and FERPA rules regarding patient privacy and confidentiality. Due to the varied number of personnel and students that may be involved with a patient's care, it is essential that a policy of confidentiality be observed to maintain an atmosphere of mutual trust. It is illegal for any personnel or students to gain access to patient information, through any and all means, unless the information is needed to treat the patient, or because their job would require such access.

Revealing any portion or part of an individual's health record, revealing or discussing any material pertaining to the patient/ athlete whether medical or personal, will be construed as a breach of confidentiality. As such, students will be subject to **Disciplinary Action**.

Fraternization Policy

Patients

The Board of Certification Standards of Professional Practice, Code of Professional Responsibility, Patient Care Responsibilities, Code 1.6, states, "The Athletic Trainer or applicant: Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient."

As such, athletic training students may not engage in intimate or sexual relationships with the student-athletes, patients, clients, or relatives of such they encounter during their time enrolled in the MSAT Program. Relationships built between a healthcare provider and patient are of utmost importance to a patient's healing

progress. Athletic training students must earn the respect and trust of student-athletes, patients, and clients to aid in providing effective health care. The athletic training students' patients should not be considered as peers; a conflict of interest is likely to arise. Engaging in romantic/sexual relations with patients may result in negative consequences such as, but not limited to conflict of interest, altered delivery of care, or sexual harassment allegations. As such, sexual or romantic relationships with patients are prohibited and will not be tolerated. Sexual or romantic relationships with patients who are minors (under the age of 18 and/or still enrolled in high school) is illegal and will be reported to the authorities. This will result in dismissal from the MSAT Program.

Athletic training students are required to refrain from engaging in romantic or sexual relationships with patients. If such a relationship develops or existed prior to initiating a clinical education experience with the patient, the relationship must be disclosed to the CED and preceptor immediately so the athletic training student can be assigned to a different clinical placement. This is the professional manner to handle this situation. Failure of the student to disclose the relationship and conflict of interest will result in **Disciplinary Action**.

Other Professionals

Athletic training students are required to refrain from engaging in romantic or sexual relationships with other professionals encountered during matriculation in the MSAT Program. This includes faculty, preceptors, coaches, athletics directors, clinical supervisors, and other healthcare providers encountered in the clinical or residency placement. Engaging in romantic/sexual relations with individuals in a supervisory role or position of authority may result in negative consequences such as, but not limited to conflict of interest, altered delivery of care, or sexual harassment allegations. As such, these will not be tolerated resulting in **Disciplinary Action**.

Professional Expectations

As healthcare providers, athletic trainers are expected to be professional in their actions, including adhering to required laws/codes, being ethical, and behaving accordingly. Developing and practicing professional behaviors is an integral part of the SRU MSAT Program. These behaviors will be developed with the guidance of the following resources:

- Mentoring, role-modeling, feedback, and advice from faculty, preceptors, physicians, nurses, other healthcare providers.
- The written policies and procedures within this manual.
- All athletic training professional standards:
 - BOC [Standards of Professional Practice](#)
 - NATA [Code of Ethics](#)
 - PATS [Code of Ethics](#)
 - PA [State Board of Medicine](#) (scroll to bottom and click on links)
 - SRU [Student Code of Conduct](#)
 - Clinical Site Policies and Procedures
- Professional Behaviors Evaluations (By faculty)
- Self-reflections and self-evaluations (By students)
- Clinical evaluations (By preceptors).

With the support provided, MSAT Program students are expected to practice professional behaviors at all times:

- Remember you are a representative of the University, the Athletic Training Graduate Program, the preceptor and the clinical site with which you are working. Your professional conduct is expected to reflect this at all times.

- Your physical presentation should indicate the highest level of pride in yourself, the program, your preceptor and clinical site. You want to impress. There is a dress code for a reason. When in doubt, err on the side of more formal or ask the appropriate faculty, preceptor or supervisor.
- The language you use, verbally and in writing, should be proper and void of slang and obscenities. The class, lab, and clinical settings are not the place for drama, bullying, gossip, dirty jokes or sexual harassment.
- Adherence to the social norms of the culture, society and organization in which you are participating is important. Shake hands, make eye contact, speak loud and clear, use formal address, and preferred forms of communication as appropriate in each circumstance.
- You want to earn the trust of those you work with and build positive relationships with peers and patients alike. Demonstrate dignity, honesty, loyalty, and support to patients/athletes/clients, peers, faculty, preceptors, physicians, healthcare providers, and others you come in contact with.
- What happens on social media stays on social media. Guard your reputation and your privacy. Remember you are representing more than yourself and who you are in this time.
- Information heard or discussed during your clinical placement by preceptors, patients/athletes/clients, physicians, healthcare providers, coaches, parents, and/or administrators is considered confidential and should be treated with respect, dignity and sensitivity.
- Attend class, clinical experiences, meetings, events, activities and other commitments on time if not early. It is a sign of respect to others to be on time to commitments. When conflicts arise, it is appropriate to contact the other party as soon as possible to apologize and reschedule. But recognize that frequent tardiness is inherent of other issues and needs to be rectified to ensure personal and professional success.
- Demonstrate respect toward all peers, healthcare providers, faculty, preceptors, coaches, certified athletic trainers, administrators, etc. at all times. Avoid confrontations if possible, and if a conflict or other problem develops, notify the supervising preceptor, appropriate faculty member, CED and/or program director immediately. Always address matters directly at the lowest level.
- Practicing self-care, managing stress, and building resiliency and confidence are all skills that lead to strength of character and support professional behavior.
- Students shall deliver patient-centered care without regard to their patient's race, religion, national origin, age, sex, gender, gender expression, sexual orientation, marital status, citizenship, creed, disability, medical condition, socioeconomic status, political beliefs, or any status protected by law.
- The MSAT Program is very intense and demands significant time, effort, and energy. Students who wish to work part-time are encouraged to do so with caution, while prioritizing time for study, lab attendance, clinicals, family and their health.

Violation of these professional behaviors will result in **Disciplinary Action**.

Professional Appearance – Dress Code

A professional appearance demonstrates respect for the profession, the program and yourself. Students must dress in professional, neat, and conservative attire using good judgement and common sense. This dress code applied to class and when guest speakers are invited to address the students. Good personal hygiene is always required. The faculty will also display the highest degree of professionalism all times. These requirements exemplify the expectations that students and faculty alike will display while on campus or in clinical placements.

Faculty will notify the students in advance if special clothing is to be worn for specific class sessions. There may be some exceptions when students may wear jeans or other attire as announced by the program faculty or clinical preceptors.

Students will be expected to wear the following for all MSAT Program didactic-related experiences:

Didactic classes when no laboratory/physical activity is involved:

- Conservative business casual attire or smart casual
- Athletic training uniforms

Laboratory/Activity Classes:

- T-shirt (Athletic Training, SRU, SRU Team Sport, Plain, NATA, PATS)
- Tank Top (to access shoulder)
- Shorts/Tights (Athletic Training, SRU, SRU Team Sport, Plain, NATA, PATS)
- Warm-Up/Sweats (Athletic Training, SRU, SRU Team Sport, Plain, NATA, PATS)
- Athletic Shoes
- Flip-Flops/Sandals (to access foot and ankle)

Students will be expected to wear the following for all MSAT Program clinical experiences:

- Approved uniform
 - Appropriate shoes (closed-toed) are required
- Attire as directed by the preceptor and/or clinical site

It is important that students understand that their professional appearance is an important factor in the didactic and clinical/residency experience settings. You want patients/athletes/clients to easily identify you as an athletic trainer or healthcare professional in that setting. You want other healthcare providers and professionals at that site to recognize and accept you as one of them. You also want other healthcare education programs to recognize you as an athletic training student.

- For all on-campus clinical and residency experiences, students are required to follow the MSAT Program Dress Code. For all off-campus clinical and residency experiences, students are required to follow the specific dress code for that facility as per the preceptor. If no specific dress code exists off-campus, the MSAT Program Dress Code will be followed.
- During warm, cold, or wet weather, students should work with their preceptors and use good judgement to select appropriate, yet professional attire as needed. Light colored shorts, t-shirts, hats, visors, and sunglasses are appropriate for excessive heat. Hats, gloves, boots, windbreakers, coats, etc., are appropriate for cold, rain and snow. Students should dress to avoid becoming victims of the environment.
- Inappropriate attire would include sandals, flip-flops, short-shorts, tank-tops, sports bras, skin-tight pants/shorts, or going shirtless (students must be modestly covered). Tights and leggings are not to be worn.
- The student's MSAT Program name badge (or that provided by the clinical site) must be worn during all clinical and residency experiences at all times to differentiate the student from the preceptor and other employees/clinical staff.

Note:

- No hats indoors (regardless of gender)

- No shorts, sweats, yoga pants, pants with holes or cutoff pant legs
- Attire should be properly fit (not too tight, not baggy)
- No midriff or halter tops
- Facial hair must be clean and neatly groomed
- Long hair must be bound during laboratory and physical activities and clinical experiences to avoid interfering with procedures or coming in contact with patients.
- Nails must be clean and neat; length of nails must not interfere with manual techniques or puncture latex gloves. Artificial and decorative nails are strongly discouraged.
- Jewelry should not be big or long enough to dangle into treatment areas or contact patients. Excessive visible body or facial piercings are discouraged.
- Attire may not reference violence, sex, drugs, alcohol, or other unprofessional topics. Tattoos referencing the same should be covered.

Specific dress code requirements for physical laboratory sessions may be found in the appropriate course syllabus. Students who appear in class, lab, or clinicals with inappropriate attire or hygiene will be directed to leave.

Students will dress in professional, traditional business attire or smart casual business attire when attending professional meetings, workshops, and conferences. Flip-flops and similar sandals are not professional business footwear.

Failure of the student to follow the dress codes will result in **Disciplinary Action**.

Attendance Policy

It is expected that students will attend all classes and be present on time at the start of class. It is the student's responsibility to discuss absences with the course instructor in advance. The course instructor may grant an excused absence if the student has a legitimate reason for missing class (such reasons may include personal or family emergencies, serious illness, and participation in university-sponsored events such as professional seminars or conferences) and/or the student notifies the instructor of the reason for absence in advance and receives permission or, in the case of an emergency, as soon as possible following the missed class.

Documentation may be requested for excused absences (such as a note from a healthcare provider, attorney, college dean, etc.). Work is not considered a valid reason for an excused absence – students are expected to schedule their work hours around their academic schedules. Academic advising sessions are also not considered valid excuses for absence. The course instructor assumes final authority in determining whether an absence is excused.

Missed assignments/exams due to unexcused absences may not be made up. Students will receive no points for the missed work in these cases. There will be no make-up quizzes or examinations due to an unexcused absence. All assignments that are not submitted at the time/day requested will be considered late. No late assignments will be accepted.

Prolonged illnesses and extraordinary circumstances will be handled on a case-by-case basis as per university procedures. Please review the MSAT program policy for withdrawal or leave of absence, if needed.

Clinical Education

In addition to the didactic education of the program, the MSAT Program includes extensive *clinical education*.

Clinical Education

The CAATE defines *Clinical Education* as:

- Patient-based learning opportunities that prepare students for independent clinical practice, including Athletic Training Clinical Experiences, Supplemental Clinical Experiences, and Simulation.
 - **Athletic training clinical experience:** Patient-based learning opportunities supervised 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.
 - **Supplemental clinical experiences:** Patient-based learning opportunities supervised by a preceptor who is a health care provider other than an athletic trainer or physician. Supplemental clinical experiences provide students with clinical practice opportunities with varied patient populations and health conditions. However, supplemental clinical experiences cannot be used solely to verify students' abilities to meet the curricular content standards.

The SRU MSAT Program clinical experience is intended to be a salient learning opportunity where the theory, knowledge, science, and novice skills acquired in the didactic portion of the students' education are integrated and applied in an authentic and realistic practice setting. In this setting, students receive further instruction, role-modeling, mentoring and assessment under the direct *supervision* and guidance of a *preceptor* while they demonstrate patient care, professional behavior, and clinical-reasoning. *The ultimate outcome is that students will develop competence and confidence to become the clinicians they want to be.*

Preceptors

The CAATE also defines the following:

- **Preceptors** supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards.
 - **Preceptors** are trained by the SRU MSAT Program faculty and aware of the specific policies, procedures, and program vision, mission, and outcomes. They are evaluated by the faculty and by the students who are assigned to them. In the SRU MSAT Program, the Preceptor is responsible for supervising, teaching, and assessing the athletic training graduate students assigned to them as part of their enrollment in ATHT 610, 710, 740 and 760.
- **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.

Clinical Sites

Clinical education will take place in the classroom, in campus athletic training facilities, at off-campus **clinical sites**, and in specialized settings (exercise physiology lab, doctors' clinics, health center, etc.). Students are responsible for any transportation associated with attending **clinical education** experiences. Students should use good judgement during bad weather when deciding to drive to and from sites.

- **Clinical Site:** A facility where a student is engaged in clinical education.
- **Affiliation agreement:** formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. Clinical sites are selected for their location, preceptors, unique learning opportunities, equipment, and patient populations, among other qualities. Sites are evaluated annually.

Clinical Courses

A clinical education experience is required through enrollment in four different clinical placements over two full years to allow for a logical progression of increasingly complex and autonomous patient care. The clinical placements may begin prior to the start of each semester so long as the student has met all required criteria for clinical placement. Clinical placements may take place over weekends and university breaks. The clinical placements take place through four credit granting courses that students are enrolled in simultaneously with the didactic courses. The following are traditional setting hour requirements:

- ATHT 610 (Fall 1): Athletic Training Clinical Experience I
 - minimum 120 hrs – maximum 240 hrs; **Goal = 180 hrs**
- ATHT 710 (Spring 1): Athletic Training Clinical Experience II
 - minimum 120 hrs– maximum 240 hrs; **Goal = 180 hrs**
- ATHT 740 (Fall 2): Advanced Athletic Training Clinical Residency (Immersive Clinical Experience)
 - minimum 240 hrs – maximum 480 hrs; **Goal = 400 hrs**
- ATHT 760 (Spring 2): Athletic Training Clinical Experience III
 - minimum 120 hrs – maximum 240 hrs; **Goal = 180 hrs**

	Clinical Experience Placement	Immersive Athletic Training Clinical Experience
Courses	ATHT 610 Athletic Training Clinical Experience I ATHT 710 Athletic Training Clinical Experience II ATHT 760 Athletic Training Clinical Experience III	ATHT 740 Advanced Athletic Training Clinical Residency
Time Frame	3 days/week minimum 10-15 hour/week 120 hours/semester minimum Goal: 180 hours 4-15 week rotations (varies by location, season) +Students are assigned to emerging clinical sites intermittently during these placements (15-30 additional hours per semester) *May exceed 240 hours/semester with director of clinical education and preceptor permission	4 days/week minimum 20-30 hours/week 240 hours/semester minimum Goal: 400 hours 8 weeks (minimum) *May exceed 480 hours/semester with director of clinical education and preceptor permission

*Students must be in good academic and behavioral standing and all clinical education requirements met to extend a clinical placement once the maximum hour limit is reached.

ATHT 610 and ATHT 710 are clinical experience placements completed during the first year, while students are simultaneously enrolled in didactic courses. Each clinical experience class is 3 credits (at least 120 hours) and will allow the students to transfer the knowledge and skills learned, acquired, and assessed during the previous semester and apply and practice them in an authentic situation.

During this clinical placement the athletic training student is assigned to a preceptor. This ensures that the student can demonstrate a progression of skill acquisition through repeated evaluation under the direct supervision and guidance of an experienced clinician. It further ensures that the skills are learned, performed, and retained and that the student has demonstrated proficient application of the skill.

ATHT 740 is an *immersive clinical experience* that is referred to as an advanced residency placement designed to fully engage students in the professional practice of athletic training in an authentic clinical setting under the direct supervision, guidance and mentorship of a preceptor. Emphasis is placed on achieving mastery of previously learned content. Students will be assigned to a preceptor for a minimum 8-week clinical residency (at least 240 total hours).

ATHT 760 is the final clinical placement designed to provide opportunities for students to apply complex athletic training knowledge and skills specific to advanced therapeutic interventions and healthcare management. This final 3 credit clinical (at least 120 hours) will occur during the student's final semester as they prepare for the BOC examination.

Note: Failure of a student to successfully complete the minimum hour requirements for the clinical experience placements (120 or 240) and any emerging clinical placements will result in a grade of "Incomplete" for the enrolled clinical course until the minimum clinical hour requirements are satisfied and point reduction consistent with the quantity missed.

Emerging Clinical Sites

While students are enrolled in ATHT 710, and 760, and assigned to their preceptor for the semester, students will also be intermittently assigned to shorter clinical experiences with preceptors in Emerging Clinical Sites. These emerging site placements may be 1-2 days or 1-2 weeks occurring 2 or 3 times per semester. The purpose of these mini-placements is to gain experiences with athletic trainers who work in the emerging employment settings (non-traditional AT settings) or with other healthcare providers to gain *supplemental clinical experiences* and *interprofessional practice* opportunities with a more diverse patient population. The emerging site placements vary to include working with patients who are infants and children, the elderly, disabled, non-athletic, laborers, socioeconomically diverse, etc. The settings may range from hospitals, clinics, physician offices, industry, etc. Hour requirements will vary by site and semester (approximately 15-30 hours per semester). More information about these emerging clinical experiences can be found in the corresponding clinical course syllabus.

Patients

The clinical education component of the program includes planned opportunities for students to practice with a diverse patient population in varying settings that may include:

- Patients across the lifespan
- Patients in varying settings
- Patients of all sexes, genders, and expressions
- Patients with different socioeconomic statuses
- Patients of varying levels of activity and athletic abilities
- Patients who do not participate in sporting activities (military, industrial, occupational, leisure activities, performing arts)
- Patients seeking attention in a wide variety of healthcare settings (wellness, orthopedic, general medicine, urgent and emergent care, rehabilitative, behavioral, pediatric, performance enhancement)
- Patients experiencing a wide variety of healthcare concerns (emergent, mental health, musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental)
- Patients participating in activities with varying risk

- Patients exposed to pathology to the upper extremity (throwing, swimming, overhead activity, falling, etc.)
- Patients exposed to pathology to the lower extremity (walking, running, jumping, kicking, etc.)
- Patients exposed to pathology to the head, neck, and spine
- Patients who require equipment (helmets, body pads, implements, etc.)

The Clinical Education Director (CED) is responsible for the oversight of the clinical education experience of the program. Well in advance of the start of each semester, the CED will assign students to preceptors according to:

- The clinical course each student is enrolled in
- The experiences needed by each student
- The student's professional goals and objectives
- The availability of preceptors
- The student's up-to-date background checks and immunizations

Clinical Education Expectations

In addition to the program requirements outlined on the previous pages, and the course syllabi for each clinical course, the following expectations are required by the student to ensure successful completion of the clinical education experience:

1. Students will have current professional level CPR/AED and First Aid Certifications before the start of the assignment and maintain these certifications throughout all clinical courses.
 - a. Refer to list of **Appropriate Emergency Cardiac Care Provider Courses**
2. Students will be up to date on all required immunizations as outlined in this P&P manual and the assigned clinical site.
 - a. Refer to list of **Immunizations**
3. Students will maintain professional liability, general liability and health insurance during enrollment in all clinical courses.
4. Students will be able to participate in the clinical experience as outlined by the Technical Standards of the MSAT Program.
 - a. Refer to **Technical Standards of the MSAT Program**
5. Students will pass all criminal background checks and child abuse clearances required by the state or clinical site. Criminal background check and screening requirements including fingerprinting, child abuse clearance, and drug screening (clinical site dependent) are required to matriculate into the program, participate at clinical sites, and progress through the program. Students are financially responsible for this process which may be repeated annually or more frequently as required by clinical sites. Adverse results at any time can prevent a student from matriculating into the program, progressing through the program, or attaining placement at clinical sites. Results including felony and misdemeanor convictions can limit the ability for clinical experience, national certification, or state licensure.
6. Students who have been convicted of a felony or misdemeanor may be denied certification and/or licensure as a healthcare professional. Information regarding certification eligibility may be obtained from the Board of Certification. A student must self-report to the program director within 3 business days of any charges or any legal action taken against them outside of traffic violations.
7. Students will be in good academic and behavioral standing with the MSAT Program as per this P&P manual.
8. Students will participate in a planned and logical orientation with the assigned preceptor prior to the initiation of the clinical experience.
9. Students will abide by the professional behavior policies and procedures outlined in this manual as well as those of the assigned preceptor and clinical site, to include, but not limited to, attire, care, documentation, EAP, staff meetings, communication, chain of command, equipment use, etc.
10. Students will establish a regular schedule of attendance with the preceptor to achieve the minimum number of hours. This schedule will not exceed 20 hours per week.

- a. Students enrolled in ATHT 610, 710 and 760 will attend their clinical placements at least 3 days/week and achieve a minimum of at least 10-15 hours/week.
 - b. Students enrolled in ATHT 740 will attend their residency experience at least 4 days/week and achieve a minimum of at least 20-30 hours/week.
11. Students will have at least one day off every 7 days.
 12. Students will attend all scheduled clinical experiences as assigned by the preceptor. Students will not have more than two unexcused absences with the preceptor.
 13. Students will not attend the clinical experience during the preceptor's physical absence.
 14. Students will accurately log their hours and activities via the Typhon tracking system.
 15. Students will complete all assigned self, preceptor and site evaluations as scheduled.
 16. Students will not receive money, gifts, or gratuities for providing clinical services.
 17. Students will not work independently as student aids or first responders during clinical placements.
 18. Students will not travel without the direct supervision of the assigned preceptor.
 19. Students will not use electrical modalities they have not been formally educated to use.
 20. Students will not apply or prescribe therapeutic techniques/interventions they have not been formally educated to apply.
 21. Students will abide by HIPAA and the confidentiality agreement. This includes the protection of athlete and patient privacy with use of all social media.
 22. Students will follow the university closure policies during extenuating circumstances.

Violation of these expectations will result in the student being subject to **Disciplinary Action**.

Clinical Experience Site Conflict

MSAT Program students are expected to honor their commitment to a clinical site once they initiate their experience. If a problem or concern arises with the site and/or preceptor, the student should first seek to resolve concerns with the preceptor directly. If the situation is not resolved, the student should next discuss the matter with the Course Instructor. The Course Instructor will communicate with the preceptor and the CED if necessary to facilitate a resolution to the situation. If a resolution is reached, the student will complete their residency at the clinical site as scheduled.

Process for Resolving Clinical Site Conflicts:

1. Student has verbally communicated their concerns to their Preceptor.
2. Student has verbally communicated their concerns to their Course Instructor.
3. The Course Instructor will contact the Preceptor, clarify the issue, and seek to facilitate an acceptable resolution. The student may or may not be present for this meeting/discussion. The Course Instructor will document all correspondence and place it in the student's clinical file with the CED.
4. If a solution is found, the student will continue with their current site for the remainder of the semester with both student and site adhering to all agreed-upon (and documented) solutions. A copy of all documents (including remediation plans) associated with the resolution must be provided to the Course Instructor and placed in the student's clinical file.
5. If no acceptable resolution is found, the student must immediately inform the course instructor and CED and the policies related to withdrawal from a site will be followed.

Termination (by Site) from Clinical Site

The MSAT Program and all clinical sites associated with the MSAT Program retain the right to terminate a student from a clinical site prior to or during the residency if it is determined that it is in the best interest of the student, site, patients, MSAT Program, or any other invested party.

In the event of a site terminating a student's clinical experience, the CED will request documentation from the preceptor and the student outlining the issue, attempts made to resolve the issue, and the final reason(s) for termination. This will be placed in the student's clinical file. The CED will re-evaluate the site as a viable site for MSAT Program students.

If a student is terminated by their site:

1. The student will inform the course instructor and CED via phone/in-person and e-mail immediately following termination from the clinical site.
2. Upon notification of termination, the CED will schedule a meeting with the student, the student's course instructor, and the Program Director at the earliest available time. If the CED is the course instructor, the academic advisor will join the meeting. If the Program Director or CED are also the academic advisor, a third MSAT Program faculty member will be asked to join.
3. The MSAT Program faculty will review all written documents related to the termination prior to the meeting. The Preceptor, Course Instructor, CED, and student will be invited to share their perspective at the meeting. Student attendance at this meeting is mandatory.
4. The MSAT Program faculty will solicit information from those present at the meeting and will then meet privately to discuss the situation and determine a course of action. In most cases the student will be notified within 24 hours of the faculty's decision. The student will then have 24 hours to accept or decline the committee's decision/course of action. Behavioral conflicts will be examined against the MSAT Program Policy and Procedure Manual.

Student Withdrawal from Site

If a student requests to withdraw from their site, the student will inform their course instructor in writing of the specific reason(s) they seek to withdraw from the site. The written communication must include:

1. Identification of situation(s) that is/are perceived as making continuing on-site untenable.
2. Documentation of student's actions seeking to resolve the situation(s) with the preceptor, course instructor, and/or CED.
3. Specific reason(s) for deciding to request a withdrawal and/or clinical site transfer.

Upon receipt of the student's written statement, the course instructor will meet with the student and preceptor (if necessary) to seek a resolution acceptable to all parties. If no resolution is found, and the student chooses to withdraw, the student will immediately notify the preceptor and course instructor in writing of the reasoning for their decision. If the withdrawal request is due to a personal nature (e.g., significant personal issue/illness), the course instructor and preceptor will work with the student to address and/or resolve the issue/problem. If no resolution is found, the course instructor, student, and preceptor will determine an appropriate withdrawal procedure.

If a course withdrawal is necessary, the procedures for course withdrawal should be followed with the academic advisor and Program Director. Refer to MSAT Program Policy and Procedure Manual for matriculation requirements.

Students who choose to withdraw from a site without permission from the course instructor and CED will be required to gain permission from the CED and the Program Director before they are able to enroll in residency in the future.

Appropriate Emergency Cardiac Care Provider Courses for CPR/AED Certification

- American Heart Association: ACLS, Basic Life Support (BLS) Healthcare Provider, Basic Life Support (BLS) Provider, Basic Life Support (BLS) – RQI
- American Red Cross: CPR/AED for the Professional Rescuer, Basic Life Support (BLS) for Healthcare Providers
- American Safety and Health Institute: Basic Life Support (BLS)
- Emergency Care and Safety Institute: Health Care Provider CPR
- National Safety Council: Basic Life Support (BLS) for Health Care and Professional Rescuers

Immunizations

Immunizations vary among hospital and healthcare sites. Students will need to work with the CED to stay up to date on their immunizations that may include: MMR (Measles, Mumps and Rubella), DTaP (Diphtheria, Tetanus and Pertussis), Hepatitis B series, Chickenpox (Varicella vaccination), Tuberculosis testing (2-step test [\$15+] or QuantiFERON blood test [\$140+]), COVID-19, and annual Flu shot. These are at your own cost; your health insurance may cover many of these.

Immunization Exemptions

Current immunizations, including the COVID-19 series, boosters and annual influenza immunization, are strongly recommended by the ATP. Most clinical sites for clinical education experiences **require** that students are fully vaccinated to participate in clinical opportunities. Immunization waivers for exemptions (influenza, COVID-19) that are submitted are subject to approval by each clinical site.

All students who participate in clinical placements must provide proof of compliance with current CDC guidelines as appropriate for any experience which includes but is not limited to additional immunizations or titers. All students must adhere to any specific hospital, institutional, and/or practice guidelines prior to engaging in patient contact at the hospital, institution, or practice site. All students who participate in clinical experiences must provide proof of compliance with current CDC guidelines as appropriate for any experience which could include additional immunizations or titers.

Students will not be permitted to participate in clinical education experiences if health paperwork, immunizations (including updates and specific clinical site requirements), and proof of health insurance are not completed for clinical experiences. This will result in delayed graduation.

Students requesting an immunization exemption should communicate their needs with the CED. Immunization status may affect some clinical placements, therefore timely communication with the CED is essential for meeting all clinical requirements of the MSAT Program. *Not all clinical sites recognize a medical or religious exemption for immunizations.*

Breaks and Holidays

Students are encouraged to take advantage of the opportunity to participate in their assigned clinical experiences whenever the preceptor is present to further develop skills in the clinical setting. If invited by the preceptor to participate in Fall Pre-Season Camp, Fall Break, Thanksgiving Break, Winter Break, Spring Break, and any other scheduled holidays or breaks that the university is closed, the student may do so voluntarily so long as the preceptor is present.

Weekends, Mornings, and Evenings

Athletic training hours normally operate on weekends, in the early morning hours, and late into the evening. Students are expected to participate in their clinical experiences whenever the preceptor is present. This may include weekends, mornings and evenings. Some placements (general medicine) may include overnight hours.

Conflict Resolution

If a student experiences a conflict with the preceptor, the clinical site, a patient, or a conflict of interest that threatens the student's potential for success or safety, it is the student's responsibility to report that conflict to the preceptor, CED, or the program director immediately. The goal is to always resolve conflicts at the lowest level possible with confidentiality and professionalism.

Clinical Site Requirements

The clinical site and assigned preceptor will hold an orientation for the assigned students prior to the initiation of clinical experiences. Orientations will include at least the following:

1. Written venue-specific Emergency Action Plans are posted and/or accessible.
2. Written and approved standing orders in compliance with the state Scope of Practice Act.
3. System and proper storage for medical record documentation, which comply with all HIPAA Policy and/or FERPA regulations.
4. Site complies with calibration and maintenance of equipment according to manufacturer guidelines and appropriate state and federal regulations.
5. Established and maintained Universal Precautions, appropriate removal of contaminated biohazard waste, radiation, and compliance with OSHA & Infectious Disease Policy.
6. Availability of running water for proper hand washing and cleaning to aid in preventing the transmission of Communicable Disease and Blood-borne pathogens.
7. Uniform and/or name tag policy to assist patients/athletes to differentiate preceptors and other healthcare providers from athletic training students.

Travel/Transportation

Travel to and from assigned clinical sites and other required clinical and didactic educational opportunities is the responsibility of the athletic training student. Students should use good judgement for personal safety during winter and unsafe driving conditions. When in doubt, students should consult the preceptor, CED, or program director.

At no time are athletic training students permitted to transport athletes in their private vehicles to physician offices, emergency rooms, urgent care centers, or other personal appointments. Students may attend a patient's appointment/visit with the preceptor or meet the patient at the designated appointment location.

Athletic training students are encouraged to travel with their preceptors to sporting events as part of their clinical experience or clinical residency. The student must be accompanied on the trip by their assigned preceptor. The cost and liability for travel is the responsibility of the clinical site. Athletic training students are not excused from classes to travel with preceptors without PRIOR approval from faculty/instructors.

NCAA Athletic Participation

In addition to the rigor of the course content, athletic training students participate in their assigned clinical placement according to the schedule established by their supervising preceptor based on the schedule of their athletic training practice. The athletic training student must be present for all regularly scheduled clinical placement activities under the direct supervision of that clinical preceptor. The clinical placement is a class and is a requirement for completion of the graduate program; just as students are expected to attend all other classes, athletic training students are expected to attend their clinical placements. Students are encouraged to fulfill their eligibility in athletics before initiating the MSAT Program.

Typhon

Typhon is a student tracking system of health education programs. The MSAT Program uses Typhon to track and document all clinical and residency placement student experiences and administer your performance evaluations.

Contact Information

Athletic Training Graduate Program Faculty

Kim Keeley, PhD, LAT, ATC Associate Professor Program Director 319 Patterson Hall Office Phone: 724-738-2621 Email: kim.keeley@sru.edu	Markéta Schüblová, PhD, LAT, ATC Associate Professor Clinical Education Director 318 Patterson Hall Office Phone: 724-738-2793 Email: marketa.schublova@sru.edu
Jackie Williams, PhD, LAT, ATC Associate Professor 315 Patterson Hall Office Phone: 724-738-2152 Email: jackie.williams@sru.edu	

Athletic Training Medical Director

Dr. Jared Ramsey 647 N. Broad Street Ext Suite 206 Grove City, PA 16127	Office (724) 264-4864 Fax (724) 264-4865
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Department of Health & Rehabilitation Sciences

Department Chairperson	Dr. Kelly Lindenberg	Office (724) 738-4368
		Kelly.lindenberg@sru.edu
Administrative Assistants	Kelly Greer	Office (724) 738-4965
	Tabitha Reichert	Office (724) 738-2159