

# **CONCORD UNIVERSITY**

**Athens, West Virginia**



**ATHLETIC TRAINING**

**GRADUATE ATHLETIC  
TRAINING**

**STUDENT HANDBOOK**

**2022-23 Edition**

**<https://www.concord.edu/MSAT>**

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*\*For additional information regarding the ATP application process, admissions, retention, and graduation criteria, the transfer policy, clinical education guidelines and policies, or information on scholarship opportunities for students matriculating through the program, please also refer to the ATP website <https://www.concord.edu/MSAT> or ask the ATP faculty.*

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## II. GLOSSARY OF COMMONLY USED ABBREVIATIONS AND TERMS

- ACES©:** Amato/Cole Education Services ©, a professional service offering weekend seminars focused on improving individualized and targeted preparation for the BOC Exam.
- AT:** Athletic Trainer; The acronym ATC is reserved for an individual's qualifications. AT is the actual person. AT should not be used for athletic training, which is the profession and should always be written out.
- ATCAS:** Athletic Training Centralized Application System; The web-based portal for undergraduate and transfer students to submit their Graduate ATP application materials at <http://atcas.liasoncas.org>.
- ATP:** The CAATE-accredited "Athletic Training Program" designed to educate and provide clinical experiences for ATS's in preparation to sit for and pass the BOC Exam with the purpose of becoming a certified athletic trainer.
- ATS:** Athletic Training Student; Students who has applied through the secondary admissions process, been admitted to, and is enrolled in professional phase of the ATP with the purpose of successfully sitting for and passing the BOC Exam.
- BOC:** Board of Certification; The governing body that oversees and determines entry-level and professional continuing education qualifications for national standards regarding athletic training certification.
- BOC Domains of Athletic Training:** Every applicable knowledge, skill, and ability of an AT divided into 5 broad topics based on the BOC Role Delineation Study and Practice Analysis of professional practice conducted approximately every 5 years. The new 7<sup>th</sup> edition will be in effect beginning in January 2017. The actual Domains are listed in BOC Exam below. Each Domain if further divided into more specific and descriptive Tasks.
- BOC Exam:** The 150-question national examination each student must successfully pass in order to become an AT. Content is based relevance to professional practice of an AT as based on the findings of the BOC Role Delineation Study and Practice Analysis. Each Domain has an assigned percentage of content incorporated into the exam. Domain 1: Injury and Illness Prevention and Wellness Promotion (19.8%), Domain 2: Examination, Assessment, and Diagnosis (24.3%), Domain 3: Immediate and Emergency Care (15.5%), Domain 4: Therapeutic Intervention (27.4%), Domain 5: Healthcare Administration and Professional Responsibility (13%).
- BSHS:** Bachelor of Science in Health Sciences; the undergraduate degree awarded to Concord students on the 3+2 track for the MSAT. 3+2 students will be Health Science majors with an emphasis in the Pre-Athletic Training track. Other health science tracks include exercise science, pre-PT, and pre-professional.
- CAATE:** Commission on Accreditation of Athletic Training Education; the governing body that accredits educational Athletic Training Programs.
- CAATE Standards:** Administration, personnel, curriculum, delivery, and content standards every ATP must meet and adhere to on an annual basis. The most recent Standards for accreditation were released in 2020.
- CATSA:** Concord Athletic Training Students' Association; The athletic training club that is open to all Graduate ATP students and undergraduate students interested in athletic training or other health related fields. The purpose of the student association is to encourage group cohesion outside classes and clinical experiences and encourage professional development. The club has the goal of doing one fundraiser, one social event, one community service event, and one professional development activity each fall and spring semester.

**Clinical Education:** The hands-on, practical application of athletic training knowledge, skills, and clinical abilities. This may involve an actual patient occurs under the direct supervision of a preceptor who will evaluate and provide feedback to the student or a replicated patient or situation in a problem-based simulated scenario.

**CEC:** Clinical Education Coordinator; the ATP faculty member responsible for coordinating clinical experience assignments and rotations, overseeing preceptor training, and ensuring clinical site compliance.

**Clinical Experience:** Supervision of the athletic training clinical experience involving daily personal/verbal contact at the clinical site between the ATS and the Preceptor who plans, directs, advises, and evaluates the student's athletic training experience. This experience is hands-on practical application of learned skills on real life patients. The Preceptor must be physically present in order to intervene on behalf of the student and the individual being treated.

**Clinical Immersion:** An advanced clinical experience in which the second year graduate student engages in full-time clinical experiences to expose them to realistic professional performance and expectations.

**Clinical Observation:** Similar to clinical experiences, however, the observing student may only verbally interact with patients and work to develop a professional bed-side manner. If deemed appropriate by the instructor in which these observations are required, the preceptor, the student, and the patient, it is permissible practice and obtain a verbal medical history, but may not have any physical contact with real life patients. The Preceptor must be physically present in order to intervene on behalf of the student and the individual being treated.

**Clinical Proficiencies:** Tasks assigned and evaluated through each practicum level class in which the student must prove proficient capability, to the assigned preceptor, in the clinical application of knowledge, skill, and abilities.

**Clinical Site:** A physical area/location/institution where clinical education occurs.

**CU / Concord:** Concord University, the institution in which we are all bound to and representatives of as we create our educational and professional identities.

**Interprofessional Clinical Experience:** A clinic experience for a graduate athletic training student that is supervised by a non-athletic training health care professional.

**MAATA:** Mid-Atlantic Athletic Trainers' Association; the district advocacy group for athletic training in the District of Columbia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia. Membership is voluntary to all athletic training professionals.

**MSAT:** Master of Science in Athletic Training; the graduate degree all athletic training majors are working to earn. This may be completed for as a component of the 3+2 plan for Concord students or a stand-alone graduate degree for transfer students.

**NATA:** National Athletic Trainers' Association; the national advocacy group for athletic training. Membership is voluntary to all athletic training professionals.

**NATA Code of Ethics:** Moral standards developed by the NATA describing appropriate professional behavior regarding patient interaction and care and administrative behavior.

**PD:** Program Director, the lead ATP faculty member responsible for curriculum development and alignment with the NATA Educational Competencies, ensuring and maintaining compliance with the CAATE Standards, and overall program development, maintenance, and transitions.

**PER:** Professional Education Requirements, activities required to be completed by ATP students prior to approval for graduation which are meant to encourage and simulate professional involvement and continuing education beyond minimal expectations after graduation.

**Preceptor:** A certified/licensed health care professional who teaches and evaluates students in a clinical setting using an actual patient base.

**WVATA:** West Virginia Athletic Trainers' Association; the state advocacy group for athletic training. Membership is voluntary to all athletic training professionals.

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### III. INTRODUCTION

The Graduate Athletic Training Program (ATP) at Concord University (CU) prepares students for entry into the athletic training profession. Upon completion of the ATP, the student will be eligible to sit for the Board of Certification (BOC) Examination.

#### A. Mission

The primary mission of the Concord University Graduate ATP is to educate each of its students about the theoretical and clinical skills necessary to work effectively with the physical, physiological, psychological, and biomechanical aspects of injury, illness, and performance regarding physically active individuals. Students are presented with the didactic, psychomotor, and affective experiences that will lead them to be able to exercise sound ethical judgment and critical thinking and problem-solving skills to assist them in achieving satisfying careers and making positive contributions to their profession and communities. In addition, the ATP guides the student on the journey to become a life-long learner through obligatory professional continuing education.

#### B. Program Goals and Objectives

##### 1. Graduate ATP Program Goals:

- Goal #1: To provide graduate students with a well-rounded, quality education in athletic training.
- Goal #2: To prepare students to become competent and engaged as a certified athletic trainer in a health care environment.
- Goal #3: To prepare students to engage in activities and service for the community and athletic training profession after graduation.

##### 2. Graduate ATP Objectives:

- Objective A: Demonstrate the awareness, ability, and attitude to practice in accordance with the NATA Code of Ethics (1, 2, 3).
  - Objective B: Demonstrate the awareness, ability, and attitude to appropriately apply professional knowledge and skills within each of the BOC Domains when working with a sports medicine team and caring for physically active patients (1, 2).
  - Objective C: Demonstrate the awareness, ability, and attitude to engage in evidence-based practice and professional development to engage in life-long learning for personal and professional growth (2, 3).
  - Objective D: Demonstrate critical thinking and decision-making abilities to maximize patient outcomes (1, 2).
  - Objective E: The ATP will provide a safe and motivational learning environment for students. (1, 2, 3)
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#### IV. ATHLETIC TRAINING PROGRAM

The Graduate ATP at Concord is accredited by the CAATE. The program received its initial accreditation in April 2004 and is currently accredited until 2028-2029. The program is designed for students to meet the educational requirements to sit for and pass the BOC examination. Passing the certification exam will broaden employment possibilities at secondary school, college, university, private/clinical, settings and a variety of other medical and professional opportunities. To obtain a more thorough understanding of the employment prospects visit <http://www.nata.org/>.

##### A. Athletic Training Program Admission Requirements

All students applying to the Graduate ATP will do so through the online ATCAS application portal. Applications will be reviewed on a rolling basis beginning in the fall semester with an application deadline **February 15** for subsequent summer admission. **Students will not be required to submit a separate application to the Graduate School.** All appropriate information will be exported by Concord's Admissions Office from ATCAS. Students should go to <https://atcas.liaisoncas.org> to create a profile. **Creating the profile is free but submitting the program application is \$90, payable to ATCAS.** Tasks required to complete the ATCAS application info include:

- Complete the applicant profile
- Submit a cover letter writing sample
- 2 reference evaluations
- Upload transcripts
- Answer the Questions section
- Upload Technical Standards (Appendix A)

Criteria required before admissions is offered include:

- A minimum overall undergraduate GPA of 2.75
- Satisfactory completion of an interview with the Graduate ATP faculty and personnel
- Must have earned minimum grade of C or higher in all prerequisite course (or equivalent courses for transfer students):

Course (Transfer Students)	Credit Hrs Required	Concord Equivalent (Included in the BSHS Pre-Athletic Training Emphasis)
Biology	3-4	<u>BIOL 101/101L</u> : Human Body & Lab <i>or</i> <u>BIOL 121/121L</u> : Foundations of Biology I & Lab
Human Anatomy with lab	4	<u>BIOL 335/335L</u> : Human Anatomy & Physiology I & Lab
Human Physiology with lab	4	<u>BIOL 336/336L</u> : Human Anatomy & Physiology II & Lab
Chemistry	3-4	<u>CHEM 101/111</u> : General Chemistry I & Lab
Physics	3-4	<u>PHYS 101/101L</u> : Introctory Physics & Lab <i>or</i> <u>PHYS 201/201L</u> : University Physics w/Calculus Part I & Lab
Statistics	3	<u>MATH 105</u> : Elementary Statistics
Psychology	3	<u>PSY 101</u> : General Psychology
Exercise Physiology with lab	3-4	<u>EXSS 314</u> : Exercise Physiology <i>and</i> <u>EXSS 314L</u> : Exercise Testing & Prescription
Kinesiology or Biomechanics	3	<u>EXSS 315</u> : Kinesiology & Biomechanics
Nutrition	2-3	<u>HED 304</u> : Principles of Nutrition & Weight Management
Community Health	2-3	<u>HED 415</u> : Community Health & Health Promotion
Epidemiology	2-3	<u>HS 301</u> : Public Health Epidemiology

Upon satisfactory completion of all application information students may be invited to interview with the Graduate ATP faculty. All Concord students, West Virginia residents, and students in affiliate undergraduate programs will automatically be granted an interview once they complete the application and prerequisite information. Other applicants will be granted an interview based on available spaces in the entering cohort.

Applicants may apply to the Graduate ATP if they have not yet completed all prerequisite course but intend to do so before beginning classes in the first summer session. It is the responsibility of each student to ensure all prerequisites are met. Offers for admission may be withdrawn if the prerequisites are not met when confirmed after admission is accepted. Examples include unsuccessful background checks and prerequisite transcripts that may be received after summer session courses begin. All application requirements will be presented to students during undergraduate course advising early in their matriculation and reviewed with 3+2 students in HS 360 to assist in guiding them through the application process.

### 1. **Transfer Students**

Students completing undergraduate degrees at other institutions may also apply to the Graduate ATP to only complete the 2-year MSAT at Concord. Transfer students must complete the same application process on ATCAS and meet all equivalent curricular prerequisites for admission. Transfer students may contact the Program Director, John C. Roberts, Jr., EdD, ATC for questions at 304-384-6346 or [jcroberts@concord.edu](mailto:jcroberts@concord.edu).

### 2. **Documentation Required After Admission**

The Graduate ATP offers a variety of clinical experiences and observation opportunities within multiple professional settings including collegiate athletics, high school athletics, collegiate health center, physical therapy clinical, surgical observation, general medical physician clinical, and orthopedic physician clinical. To ensure all graduate students in the ATP meet the physical, emotional, and medical requirements for other facilities additional documentation is required to describe each individual's ability and training. The following information is not required during for admission, but it is required to continue in the Graduate ATP before the end of the first summer term. Much of this will be collected during the face-to-face portion AT 560 during Bootcamp orientation. Detailed information will be provided during the application process and during interviews. This required documentation include:

- Medical physical (other forms are acceptable, but Appendix B contains a form with the minimum inclusions).
- Upload immunization records
- PPD/TB Test Results (the test may be available through Concord's Students Health Center. Students must pay \$10 to the Business Office and bring the receipt to the Health Center.
- HBV Vaccination Records / Declination Form (Appendix C).
- Background Check (Conducted by a third party organization for criminal history). Failure to pass a background check will result in immediate withdrawal of an admissions offer even if results are learned after classes begin.
- Signed Confidentiality & Security Agreement regarding HIPAA and patient privacy rights (Appendix D).
- Communicable Disease Acknowledgement form (Appendix E).
- Professionan Rescuer CPR Certification.
- Handbook Acknowledgement and Student Agreement Form (Appendix F).
- Orientation Acknowledgement Signature.

No provisional admissions may be offered, and students may not matriculate without completing all programmatic and curricular requirements. ATP Applicants not accepted may reapply for admission during the next available application period.

## **B. Curriculum Requirements – Athletic Training Major**

Curriculum requirements are listed in the MSAT Audit Sheet. Course requirements are included for General Studies, the pre-athletic training emphasis in the BSHS, and the MSAT. It is the student's responsibility to be sure he/she is on track to complete these requirements to graduate. Each student is encouraged to consult with his/her advisor and refer to this form, in addition to the Proposed 3+2 Course Sequence for the BSHS and MSAT. Transfer students should only refer to the curricular information related to graduate course work.

### C. 3+2 BSHS Pre-Athletic Training Audit Sheet: 2021-22

- Approx. 90 undergraduate hours with minimum 2.75 GPA
- BSHS awarded after total 120 undergrad/grad hours completed

General Studies				
Course	Title	Cr	Gr	QP
Written & Oral Communications (9 credit hours) Select one course from BGEN 205: Fundamentals of Business Communication or COMM 101: Fundamentals of Speech				
ENGL 101	Composition & Rhetoric I	3		
ENGL 102	Composition & Rhetoric II	3		
	COMM 101 or BGEN 205	3		
Literature & Humanities (6 credit hours) Select one (1) course from Literature and one (1) course from History and Philosophy. *May be repeated for 3 credit hours.				
	ENGL 203, 204	3		
	HIST 101, 102, 203, 204, PHIL 101, 210, 316, or 361	3		
Fine Arts (3 credit hours) Select one (1) course from the following:				
	ART 101, 103, 105, 106, 204, 205, 216, 303, 304, 308, MUS 101, *451, *453A, or THEA 102	3		
Social & Behavioral Sciences (9 credit hours) Select one (1) course from three different categories.				
PSY 101	<b>Category 1 - Business and Professional Studies</b>	3		See HS
SOC 101	<b>Category 2 - Geography</b>	3		See HS
	BGEN 105, ECON 203, ECON 204, FIN 200, RTM 100, or SOWK 161	3		
	<b>Category 3 - Political Science</b>			
	GEOG 101 or 321			
	<b>Category 4 - Psychology</b>			
	POSC 101, 104, or 202			
	<b>Category 5 - Sociology</b>			
	PSY 101 or 200			
	SOC 101, 201, or 301			
Natural Sciences (7-8 credit hours) Select one (1) course from two different categories.				
BIOL 101 or 121	<b>Category 1-Biological Science</b>	4		See HS
	BIOL 101, 102, 121, or 122			
CHEM 101/111	<b>Category 2-Earth &amp; Space Science</b>	3-4		See AT
	GEOL 101, GEOL 140 or 150, GEOG 200, PHSC 104, or PHYS 105			
	<b>Category 3-Physical Science</b>			
	CHEM 100, CHEM 101/111, PHSC 103, PHYS 101, or PHYS 201			
Mathematics (3 credit hrs) Select one (1) Mathematics course numbered 100 or higher.				
MATH 105	MATH 105	3		See HS
Physical Wellness (2 credit hours) Select one or more courses listed below for a total of at least 2 hours.				
HED 304	H ED 120, 304, P ED 101M, 117, or 118	2		See HS
Modern/Classical Language – (Optional 6 credit hours) Select two courses within the same Modern/Classical Language for substitution purposes.				
	May not substitute Modern Language for ENGL 101, ENGL 102, the 3-hour Mathematics requirement, the 4-hour lab science requirement, or any major/emphasis requirements.			

Bachelor of Science in Health Science Core (BSHS awarded for Pre-AT Emphasis after completion of 120 combined undergraduate and graduate credit hours.				
BIOL 101/101L or BIOL 121/121L	*Biology: Human Anatomy Theme or Foundations of Biology I with Lab	4		
BIOL 335/335L	*Human Anatomy & Physiology I with Lab	4		
BIOL 336/336L	*Human Anatomy & Physiology II with Lab	4		
BIOL 249	Medical Terminology	3		
HED 305	Human Disease & Prevention	2		N/A for AT
H ED 304	*Prin. of Nutrition & Weight Management	2		
HED 415	*Community Health & Health Promotion	2		
HS 101	Intro to Health Sciences	3		N/A for AT
HS 201	Emergency Care	1		
HS 301	*Public Health Epidemiology	3		
HS 401	Research in Health Sciences I	2		N/A for AT
HS 402	Research in Health Sciences II	2		N/A for AT
MATH 105	*Elementary Statistics	3		
PSY 101	*General Psychology (GS)	3		
PSY 229	Health Psychology	3		
SOC 101	Intro to Sociology (GS)	3		

Undergrad Pre-Athletic Training Emphasis (Minimum GPA of 2.75 in all major course work				
CHEM 101	*General Chemistry I	3		
CHEM111	*General Chemistry Lab I	1		
EXSS 314	*Exercise Physiology	3		
EXSS 314L	*Exercise Testing & Prescription	1		
EXSS 315	*Kinesiology/Biomechanics	3		
EXSS 316	Anatomy for Health Care & Orthopedics	3		
EXSS 410 or HS 403	Strength and Conditioning or EMT Certification	3		
HS 111	Prevention & Care of Common Injuries & Illnesses	2		
HS 112	Acute Care of Athletic Injuries Lab	1		
HS 221	Intro to Athletic Training	2		
HS 360	Observational Practicum in AT	1		
MATH 103	College Algebra**	3		
MATH 104	College Trigonometry**	3		
PHYS 101/101L or 201/201L	*Introductory Physics with Lab or University Physics with Calculus Part I with Lab	4		

\*Denotes MSAT Prerequisite.

\*\*MATH 103 &/or 104 may be waived for students establishing "equivalent proficiency" as outlined by the Department of Mathematics & Computer Science (Math ACT 25 or 28, respectively).

## D. MSAT Audit Sheet: 2020-21

- The graduate program may be completed as a stand-alone degree for students wishing to apply from another institution or completing another undergraduate degree (see the list of MSAT pre-requisites).
- Additional prerequisite requirements include CPR certification for the professional rescuer or equivalent and a minimum of 50 hours of clinical observation (10 minimum hours with an athletic trainer)
- Other application materials are required (see the MSAT webpage)
- 66 graduate hours with a minimum 3.0 GPA for MSAT.

MSAT Graduate Coursework (Minimum GPA of 3.0)			
AT 501	Evaluation of Head, Neck & Spine Injuries	3	
AT 501L	Evaluation of Head, Neck & Spine Injuries Lab	0	
AT 502	Evaluation of Lower Extremity Injuries	4	
AT 502L	Evaluation of Lower Extremity Injuries Lab	0	
AT 503	Evaluation of Upper Extremity Injuries	4	
AT 503L	Evaluation of Upper Extremity Injuries Lab	0	
AT 504	General Medical, Pharmacological, & Radiological Concerns in AT I	3	
AT 504L	General Medical, Pharmacological, & Radiological Concerns in AT I Lab	0	
AT 511	Therapeutic Modalities I	3	
AT 511L	Therapeutic Modalities I Lab	0	
AT 512	Therapeutic Modalities II	3	
AT 512L	Therapeutic Modalities II Lab	0	
AT 513	Therapeutic Exercise and Rehabilitation I	4	
AT 513L	Therapeutic Exercise and Rehabilitation I Lab	0	
AT 520	Position Statements & Trends in AT I	2	
AT 521	Position Statements & Trends in AT II	2	
AT 560	AT Practicum & Seminar I	1	
AT 561	AT Practicum & Seminar II	3	
AT 562	AT Practicum & Seminar III	3	
AT 570	Evidence-Based Practice & Research in Healthcare I	1	
AT 571	Evidence-Based Practice & Research in Healthcare II	1	
AT 606	Organization & Admin. in AT	2	
AT 607	General Medical, Pharmacological, & Radiological Concerns in AT II	3	
AT 607L	General Medical, Pharmacological, & Radiological Concerns in AT II Lab	0	
AT 614	Psychological, Social, & Diverse Concerns in AT	2	
AT 615	Therapeutic Exercise and Rehabilitation II	4	
AT 615L	Therapeutic Exercise and Rehabilitation II Lab	0	
AT 622	Special Topics in AT	2	
AT 650	Clinical Immersion I	4	
AT 651	Clinical Immersion II	4	
AT 663	Interprofessional Practicum I	1	
AT 664	Interprofessional Practicum II	1	
AT 665	AT Practicum & Seminar IV	1	
AT 667	AT Practicum & Seminar V	2	
AT 668	AT Practicum & Seminar VI	2	
AT 672	Research Capstone	1	

### E. Proposed 3+2 BSHS Pre-Athletic Training Curriculum Sequence

Students who chose to complete the 3+2 BSHS/MSAT should refer to the recommend course sequence for their undergraduate coursework:

<b>Freshman Year – Fall Semester</b>	<b>Cr Hr</b>	<b>Freshman Year – Spring Semester</b>	<b>Cr Hr</b>
<i>HS 111: Prevention &amp; Care of Common Injuries</i>	2	<i>HS 221: Intro to Athletic Training</i>	2
<i>Gen Ed (Category E): BIOL 121/121L</i>	4	<i>Gen Ed (Category D): PSYC 101</i>	3
Gen Ed (Category A): ENGL 101	3	MATH 104	3
Gen Ed (Category C): Fine Arts	3	Gen Ed (Category A): ENG 102	3
Gen Ed (Category F): MATH 103	3	Gen Ed (Category A): COMM 101	3
UNIV 100 for Pre-Athletic Training Students	1		
<b>Semester Total:</b>	<b>16</b>	<b>Semester Total:</b>	<b>14</b>

<b>Sophomore Year – Fall Semester</b>	<b>Cr Hr</b>	<b>Sophomore Year – Spring Semester</b>	<b>Cr Hr</b>
<i>HS 112: Acute Care of Athletic Injuries Lab</i>	1	<i>BIOL 336/336L : Human Anatomy &amp; Physiology II &amp; Lab</i>	4
<i>BIOL 335/335L: Human Anatomy &amp; Physiology I &amp; Lab</i>	4	<i>Gen Ed (Category G): HED 304: Priciples of Nutrition and Weight Loss</i>	2
<i>Gen Ed (Category E): CHEM 101</i>	3	<i>MATH 105: Elementary Statistics</i>	3
<i>Gen Ed (Category E): CHEM 111</i>	1	Gen Ed (Category B): Literature	3
BIOL 249: Medical Terminology	3	Gen Ed (Category D): Social & Behavioral Science	3
PSY 229: Health Psychology	3		
<b>Semester Total:</b>	<b>15</b>	<b>Semester Total:</b>	<b>15</b>

<b>Junior Fall</b>	<b>Cr Hr</b>	<b>Junior Spring</b>	<b>Cr Hr</b>
<i>EXSS 314: Exercise Physiology</i>	3	<i>EXSS 315: Kinesiology/Biomechanics</i>	3
<i>EXSS 314L Exercise Testing and Prescription</i>	1	<i>HED 415: Community Health &amp; Health Promotion</i>	2
<i>PHYS 101/101L: Introctory Physics &amp; Lab or PHYS 201/201L: University Physics with Calculus Part I &amp; Lab</i>	4	<i>HS 360: Observation Practicum in Athletic Training</i>	1
<i>HS 301: Public Health Epidemiology</i>	3	EXSS 410: Strength & Conditioning or HS 403: EMT Certification	3
<i>HS 201: Emergency Care (5-wk sessions)</i>	1	Gen Ed: (Category B) History/Philosophy	3
EXSS 316: Anatomy for Health Care & Orthopedics	3	Gen Ed (Category D): SOC 101	3
<b>Semester Total:</b>	<b>15</b>	<b>Semester Total:</b>	<b>15</b>

Estimate 90 undergraduate credits

## F. Stand-Alone MSAT Curriculum Sequence

The graduate program may be completed as a stand-alone degree for students wishing to apply from another institution or completing another undergraduate degree or as a component of the 3+2 design. Students must follow the graduate courses in the sequence described on the next 2 pages.

### Masters Year 1

Masters Summer I	Cr Hr	Masters Summer II	Cr Hr
AT 570 Evidence-Based Practice & Research in Healthcare I	1	AT 571: Evidence-Based Practice & Research in Healthcare II	1
AT 520: Position Statements & Trends in AT I	2	AT 521: Position Statements & Trends in AT II	2
		AT 560: AT Practicum & Seminar I (Pre-season Bootcamp)	1
<b>Semester Total:</b>	<b>3</b>	<b>Semester Total:</b>	<b>4</b>

Masters Fall I	Cr Hr	Master Spring I	Cr Hr
AT 561: AT Practicum & Seminar II (200 hrs)	3	AT 562: AT Practicum & Seminar III (200 hrs)	3
AT 501: Evaluation of Head, Neck, Trunk, & Spine	3	AT 503: Upper Extremity Evaluation	4
AT 501L: Evaluation of Head, Neck, Trunk, & Spine Lab	0	AT 503L: Upper Extremity Evaluation Lab	0
AT 502: Lower Extremity Evaluation	4	AT 504: General Medical, Pharmacological, & Radiological Concerns in AT I	3
AT 502L: Lower Extremity Evaluation Lab	0	AT 504L: General Medical, Pharmacological, & Radiological Concerns in AT I Lab	0
AT 511: Therapeutic Modalities I	3	AT 512: Therapeutic Modalities II	3
AT 511L: Therapeutic Modalities Lab I	0	AT 512L: Therapeutic Modalities Lab II	0
		AT 513: Therapeutic Exercise & Rehabilitation I	4
		AT 513L: Therapeutic Exercise & Rehabilitation I Lab	0
AT 640: Lab Assistant Elective		AT 640: Lab Assistant Elective	
<b>Semester Total:</b>	<b>13</b>	<b>Semester Total:</b>	<b>17</b>

The BSHS is awarded after first 30 graduate credits are completed (or 120 overall credits are earned between undergraduate and graduate classified courses).

## Masters Year 2

Masters Summer III	Cr Hr	Masters Summer IV	Cr Hr
AT 614: Psychological, Social, & Diversity Concerns in AT	2	AT 606: Organization & Admin in AT	2
AT 663: Interprofessional Practicum I (Ortho/Sugery)	1	AT 664: Interprofessional Practicum II (PT/Gen Med)	1
		AT 665: AT Practicum & Seminar IV (Pre-season Bootcamp)	1
<b>Semester Total:</b>	<b>3</b>	<b>Semester Total:</b>	<b>4</b>

Masters Fall II	Cr Hr	Masters Spring II	Cr Hr
AT 667: Practicum & Seminar V (1 <sup>st</sup> 8 wks – 100 hrs)	2	AT 668: Practicum & Seminar VI (1 <sup>st</sup> 8 wks – 100 hrs)	2
AT 615: Therapeutic Exercise & Rehabilitation II (1 <sup>st</sup> 8 wks)	4	AT 622: Special Topics in AT (1 <sup>st</sup> 8 wks)	2
AT 615L: Therapeutic Exercise & Rehabilitation II Lab (1 <sup>st</sup> 8 wks)	0	AT 672: Research Capstone: Presentation/Publication	1
AT 607: General Medical, Pharmacological, and Radiological Concerns in AT II (1 <sup>st</sup> 8 wks)	3	AT 651: Clinical Immersion II: (2 <sup>nd</sup> 8 wks)	4
AT 607L: General Medical, Pharmacological, and Radiological Concerns in AT II Lab (1 <sup>st</sup> 8 wks)	0		
AT 650: Clinical Immersion I (2 <sup>nd</sup> 8 wks)	4		
AT 640: Lab Assistant Elective		AT 640: Lab Assistant Elective	
<b>Semester Total:</b>	<b>13</b>	<b>Semester Total:</b>	<b>9</b>

90 undergraduate credits  
 +  
 66 graduate credits  
 =  
 156 total credits for 3+2 MSAT

### G. ATP Graduation Requirements

In addition to the programmatic course requirements listed previously, MSAT program completers must meet all the following criteria:

1. A minimum overall GPA of 3.0 within the graduate program
2. Complete 66 required credit hours as described in the MSAT Audit Sheet
3. Achieve a minimum letter grade of "B" or higher in all practicum, immersion, and interprofessional courses
4. Achieve a minimum letter grade of "C" or higher in all other curricular requirements.
5. Completion of Professional Experience Requirements (PER)
6. Completion of MSAT Exit Interview

*\*Note: Although students are monitored for satisfactory progression at regular intervals, it is the responsibility of each student to complete all university and programmatic graduations requirements.*



## V. MSAT Course Descriptions

### AT 501: Head, Neck, Trunk and Spine Evaluation (3)

This course entails the study of evaluation techniques of injuries to the head, neck, trunk, and spine. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined.

### AT 501L: Head, Neck, Trunk and Spine Evaluation (0)

This course entails the study of evaluation techniques of injuries to the head, neck, trunk, and spine. Specifically, laboratory sessions are designed to introduce the learner to observation, palpation, manual muscle testing, range of motion, and special testing procedures utilized when evaluating injuries of the head, neck, trunk, and spine.

### AT 502: Evaluation of Lower Extremity Injuries (4)

This course entails the study of evaluation techniques of injuries to the lower extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. Evidence-based medicine is the basis for evaluation techniques and is practiced in course requirements.

### AT 502L– Evaluation of Lower Extremity Injuries Lab (0)

This course provides the learner with a practical application of concepts and techniques regarding the evaluation of injuries to the lower extremities. Specifically, laboratory sessions are designed to introduce the learner to observation, palpation, manual muscle testing, range of motion, and special testing procedures utilized when evaluating injuries of the lower extremities. Skills taught are supported by evidence based medicine.

### AT 503: Evaluation of Upper Extremity Injuries (4)

This course entails the study of evaluation techniques of injuries to the upper extremities. Review of anatomy, injury recognition, muscle testing, treatment protocols and preventative measures are also examined. Evidence based medicine is the basis for course content and is a component of course requirements.

### AT 503L: Evaluation of Upper Extremity Injuries Lab (0)

This course provides the learner with a practical application of concepts and techniques regarding the evaluation of injuries to the upper extremities. Specifically laboratory session are designed to introduce the learner to observation, palpation, manual muscle testing, range of motion, and special testing procedures utilized when evaluating injuries of the upper extremities.

### AT 504: General Medical, Pharmacological, and Radiological Concerns in Athletic Training I (3)

This course focuses on identifying and managing clinical pathologies, including systemic conditions, injuries, and illnesses, that may affect participation and the general well-being of the physically active patient. Content includes recognizing and differentiating signs and symptoms, emergency care, referral, radiological interpretation, and pharmacological concerns. Emphasis is placed on the immune, cardiovascular, and pulmonary systems

### AT 504L: General Medical, Pharmacological, and Radiological Concerns in Athletic Training I Lab (0)

This lab focuses on developing the skills to identify, interpret, and differentiate signs and symptoms related to clinical pathologies, including systemic conditions, injuries, and illnesses, that may affect participation and the general well-being of the physically active patient. Emphasis is placed on skills related to clinical evaluation, emergency care, and radiological interpretation of the immune, cardiovascular, and pulmonary systems.

### AT 511: Therapeutic Modalities I (4)

This course explains the use and theory of therapeutic modalities used for rehabilitation in the health care setting. The course will provide information that will thoroughly explain theory and principle behind therapeutic modality use. Focus will be on thermal modalities.

### AT 511L: Therapeutic Modalities I Lab (0)

This course is designed to give the student an opportunity to practice the use of therapeutic modalities, as learned in the lecture portion of AT 511. The student will have the laboratory opportunity to observe, practice and initiate therapeutic modality usage for different therapeutic purposes in an injured person. This will enable the student to get the hands-on experience to assist in their development and application of previously learned skills. Focus will be on thermal modalities.

**AT 512: Therapeutic Modalities II (4)**

This course explains the use and theory of therapeutic modalities used for rehabilitation in the health care setting. The course will provide information that will thoroughly explain theory and principle behind therapeutic modality use. Focus will be on electrical and mechanical modalities.

**AT 512L: Therapeutic Modalities II Lab (0)**

This course is designed to give the student an opportunity to practice the use of therapeutic modalities, as learned in the lecture portion of AT 512. The student will have the laboratory opportunity to observe, practice and initiate therapeutic modality usage for different therapeutic purposes in an injured person. This will enable the student to get the hands-on experience to assist in their development and application of previously learned skills. Focus will be on electrical and mechanical modalities.

**AT 513: Therapeutic Exercise and Rehabilitation I (4)**

This course explains the use and theory of therapeutic exercises, manual therapies, and exercise and rehabilitation equipment used in the sports medicine setting for rehabilitation and reconditioning of orthopedic injuries.

**AT 513L: Therapeutic Exercise and Rehabilitation I Lab (0)**

This course is designed to give the student an opportunity to practice the various therapeutic exercise techniques, as learned in the lecture portion of AT 513. The student will have the laboratory opportunity to observe and practice therapeutic exercises for different therapeutic purposes in an injured person. This will enable the student to get the hands-on experience to assist in their development and application of previously learned skills.

**AT 520: Position Statements and Trends in Athletic Training I (2)**

This course provides a survey of National Athletic Trainers' Association position statements and consensus statements and investigates how they impact athletic training practice.

**AT 521: Position Statements and Trends in Athletic Training II (2)**

This course provides a survey of National Athletic Trainers' Association position statements and consensus statements and investigates how they impact athletic training practice.

**AT 560: Athletic Training Practicum and Seminar I (1)**

This hybrid course will have online instruction and pre-requisite tasks for students to complete at the beginning of the summer II session before reporting to campus at the end of the summer II session and up until the beginning of the fall semester. The on-campus portion of this course is a face-to-face intensive to prepare graduate athletic training students to assist health care personnel in caring for physically active patients. This course is designed to provide students with programmatic orientation information and assist in developing basic hands-on skills students will need to perform during patient interactions related to clinical experiences.

**AT 561: Athletic Training Practicum and Seminar II (3)**

This practicum course provides students with clinical-based opportunities and experience in working with physically active patients. Students will be required to complete a minimum of 10 clinical hours per week while assigned to a clinical rotation. Classroom and laboratory sessions are designed to help the learner work towards mastery of specific educational competencies and clinical proficiencies. Competencies and proficiencies to be rehearsed and assessed will be linked to courses previously taken. Areas of emphasis will include health and wellness assessment, position statements, medical and orthopedic histories, anatomy and palpation, and evidence-based practice.

**AT 562: Athletic Training Practicum and Seminar III (3)**

This practicum course provides students with clinical-based opportunities and experience in working with physically active patients. Students will be required to complete a minimum of 10 clinical hours per week while assigned to a clinical rotation. Classroom and laboratory sessions are designed to help the learner work towards mastery of specific educational competencies and clinical proficiencies. Competencies and proficiencies to be rehearsed and assessed will be linked to courses previously taken. Areas of emphasis will include head, neck, trunk, spine, and lower extremity evaluation.

**AT 570: Evidence-Based Practice and Research in Healthcare I (1)**

This course introduces concepts regarding evidence-based practice and research as they relate to healthcare.

**AT 571: Evidence-Based Practice and Research in Healthcare II (1)**

This course explores advanced concepts regarding evidence-based practice and research as they relate to healthcare and prepares the students to integrate these concepts into clinical practice.

**AT 606: Organization and Administration in Athletic Training (2)**

This course is a study of the concepts of health care organization and administration relative to athletic training. The course will discuss such topics as legal liability, facilities operation, personnel supervision, public relations and organizational structures.

**AT 607: General Medical, Pharmacological and Radiological Concerns in Athletic Training II (3)**

This course focuses on identifying and managing clinical pathologies, including systemic conditions, injuries, and illnesses, that may affect participation and the general well-being of the physically active patient. Content includes recognizing and differentiating signs and symptoms, emergency care, referral, radiological interpretation, and pharmacological concerns. Emphasis is placed on the gastrointestinal, hepatic, renal, neurological, ENT, urogenital, endocrine, and metabolic systems.

**AT 607L General Medical, Pharmacological and Radiological Concerns in Athletic Training II Lab (0)**

This lab focuses on developing the skills to identify, interpret, and differentiate signs and symptoms related to clinical pathologies, including systemic conditions, injuries, and illnesses, that may affect participation and the general well-being of the physically active patient. Emphasis is placed on skills related to clinical evaluation, emergency care, and radiological interpretation of the gastrointestinal, hepatic, renal, neurological, ENT, urogenital, endocrine, and metabolic systems.

**AT 614: Psychological, Social and Diversity Concerns in Athletic Training (2)**

This course will discuss theories and principles related to the psychosocial aspects and well-being of the physically active patient. Content will include mental and emotional development and health, response to injury, coping mechanisms, diversity issues, and helping strategies for patient referral and advocacy.

**AT 615: Therapeutic Exercise and Rehabilitation II (4)**

This course expands on the informational theory presented in AT 513 and explores the application of therapeutic exercises, manual therapies, and exercise and rehabilitation equipment used in the sports medicine setting for rehabilitation and reconditioning of orthopedic injuries. Emphasis is placed on injury and body part specific development of rehabilitative exercises and protocols.

**AT 615L: Therapeutic Exercise and Rehabilitation II Lab (0)**

This course is designed to give the student an opportunity to practice the therapeutic exercises, manual therapies, and exercise and rehabilitation equipment used in the sports medicine setting for rehabilitation and reconditioning of orthopedic injuries in direct conjunction with the development and implementation of specific injury and body part rehabilitative exercises and protocols.

**AT 622: Special Topics in Athletic Training (2)**

This course examines the special topics pertaining to the field of athletic training and sports medicine. The focus on the course is to aid students in their preparation for taking the BOC Examination.

**AT 640: Independent Study Lab Assistants (1)**

This course is designed to enable students to serve as a Lab Assistant for lab courses they have already successfully passed with a "C" or better. Its purpose is to allow the student to increase their knowledge of the course content through detailed instruction of current students, under the direct supervision of current Athletic Training Faculty, and expose them to instructional opportunities they are not given in the traditional Athletic Training Curriculum. This course is optional.

**AT 650: Clinical Emersion I (4)**

This clinical experience is designed to immerse the student into a full-time professional athletic training setting during the second 8-weeks of the semester while still working under the supervision and direction of a trained preceptor. Students are removed from other curricular responsibilities to encourage emphasis on real-world expectations. This immersion may occur in any setting or facility approved by the athletic training faculty.

**AT 651: Clinical Emersion II (4)**

This clinical experience is designed to immerse the student into a full-time professional athletic training setting during the second 8-weeks of the semester while still working under the supervision and direction of a trained preceptor. Students are removed from other curricular responsibilities to encourage emphasis on real-world expectations. This immersion may occur in any setting or facility approved by the athletic training faculty.

**AT 663: Interprofessional Practicum I (1)**

This practicum encourages interprofessional practice and collaboration as the student observes and participates in an off-campus experience at a facility with health care professionals in a setting that is non-traditional for athletic training and has been approved by the athletic training faculty.

**AT 664: Interprofessional Practicum II (1)**

This practicum encourages interprofessional practice and collaboration as the student observes and participates in an off-campus experience at a facility with health care professionals in a setting that is non-traditional for athletic training and has been approved by the athletic training faculty.

**AT 665: Athletic Training Practicum and Seminar IV (1)**

This hybrid course will have online instruction and pre-requisite tasks for students to complete at the beginning of the summer II session before reporting to campus at the end of the summer II session and up until the beginning of the fall semester. The on-campus portion of this course is a face-to-face intensive to prepare graduate athletic training students to assist health care personnel in caring for physically active patients. This course is designed to provide students with programmatic orientation information and assist in enhancing hands-on skills students will need to perform during patient interactions related to clinical experiences. Additional emphasis includes pre-season screening and medical coverage experiences.

**AT 667: Athletic Training Practicum and Seminar V (3)**

This practicum course that occurs during the first 8-weeks of the semester provides students with clinical-based opportunities and experience in working with physically active patients. Students will be required to complete a minimum of 10 clinical hours per week while assigned to a clinical rotation. Classroom and laboratory sessions are designed to help the learner work towards mastery of specific educational competencies and clinical proficiencies. Competencies and proficiencies to be rehearsed and assessed will be linked to courses previously taken. Areas of emphasis include upper extremity evaluation, therapeutic modalities, psychosocial issues, and administrative healthcare topics.

**AT 668: Athletic Training Practicum and Seminar VI (3)**

This practicum course that occurs during the first 8-weeks of the semester provides students with clinical-based opportunities and experience in working with physically active patients. Students will be required to complete a minimum of 10 clinical hours per week while assigned to a clinical rotation. Classroom and laboratory sessions are designed to help the learner work towards mastery of specific educational competencies and clinical proficiencies. Competencies and proficiencies to be rehearsed and assessed will be linked to courses previously taken. Areas of emphasis include therapeutic exercise and rehabilitation and medical, pharmacological, and radiological concerns.

**AT 672: Research Capstone (1)**

This course will be the culmination of the student's research agenda/project spanning the entire graduate program. The goal of this capstone is to present a professional presentation and/or publication based on information and research conducted by the student in previous evidence-based practice courses and practicums.

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## VI. PROGRAM POLICIES AND GUIDELINES

### A. Communication

Communication with Graduate ATP faculty and preceptors is encouraged and vital to your success, as well as avoiding and overcoming misunderstandings. All clinical concerns should be addressed with preceptors prior to being presented to the Clinical Education Coordinator. "Your education is your responsibility." Each student should make every effort to make his/her experience in the Graduate ATP successful and rewarding.

### B. Provisionary, Probationary and Suspended Status in ATP

#### 1. Provisionary Status

Provisionary status could only affect a student upon initial admittance into the Graduate ATP. This status is only temporarily assigned to students who may be still completing prerequisite coursework in the spring semester when admission is first offered. Provisionary status may be offered to students with whom a Background Check has not been completed and returned prior to the first day of summer courses. If any minimum required prerequisite scores are reported on final transcripts or a background Check is found to be unsatisfactory, the involved student(s) will be removed from the Graduate ATP immediately. Students successfully reporting compliance with these criteria will have the probationary status removed and they will immediately be assigned full admission into the Graduate ATP.

#### 2. ATP Probation

The Graduate ATP has implemented a formal *Academic Probation Policy* which is separate from and exceeds University requirements. The standard has been established because athletic training is a health care profession. The Graduate ATP considers it unethical to permit students to matriculate through the program, take the BOC exam, graduate, and provide patient care without demonstrating an ability to achieve this Benchmark standard. Students with a lower GPA would be less likely to pass the BOC exam on the first attempt which can be costly to the individual student but also risk programmatic accreditation effecting all future students. Students who do not meet the GPA standard of a 3.0 for graduate or other ethical behaviors as stated in this Handbook, will be placed on "Graduate ATP Academic Probation." If a student is placed on probation, a written plan and accompanying list of objective and measurable recommendations will be reviewed with and acknowledged by the applicable student and the ATP faculty. Should the recommendations as set forth by the ATP faculty not be met in the determined timeframe, the student will then be placed on ATP Academic Suspension. Students may not be placed on Academic Probation 2 semesters in a row (including summer sessions). Any student who does not resolve concerns related to Academic Probation by the end of the semester in which this status is assigned will be dismissed from the Graduate ATP or placed on Suspension. While a 2.75 is the required undergraduate GPA for an admissions offer, the requirement of a 3.0 is only for graduate level courses and is not affected by undergraduate records.

#### 3. ATP Suspension

Suspension from ATP will result from failure to obtain the minimal grade in a course required to successfully continue matriculating in the established course sequence. This is because courses are only offered in specified semesters and there is an accumulation of knowledge from course to course required to be successful. Being placed on ATP Suspension will most likely prevent the student from completing the MSAT requirements in the initial two years for which it is designed. A student may not progress in the ATP curricular sequence until successfully passing all deficient courses.

*\*Note: Not meeting all academic and clinical requirements for a particular semester. For example, if a student withdraws from or does not earn a letter grade of "C" or higher in AT 503 (Evaluation of Upper Extremity injuries), he/she cannot continue in the required curriculum sequence the following semester because specific competencies and clinical proficiencies for AT 503 which are essential to a successful performance in AT 667: Practicum V have not been met. Thus, the student would be placed on "ATP Suspension".*

#### **4. ATP Dismissal**

Students may be dismissed from the Graduate ATP at the sole discretion of the ATP faculty. Students who display gross ethical misbehaviors or do not resolve ethical behaviors previously addressed during probationary status will be immediately dismissed from the program. Students whose behavior or performance that result in a second suspension will also be dismissed from the program. Students who have been dismissed from the ATP may obtain special permission from the ATP faculty to re-apply during another admission period if desired. Requesting such permission does not guarantee approval.

*\*Note: The above consequences and policies are not meant to serve as punishments but to encourage students to develop a plan to overcome the deficiencies to assist the student to meet all MSAT requirements for graduation.*

#### **C. Clinical Absences Policies**

One: After the first unexcused absence, a conference will be scheduled between the student and the attending Preceptor, with a probationary period pending.

Two: After two or more unexcused absences, the student will meet with the Preceptor and CEC to discuss the student's behavior. Multiple unexcused absences will also be addressed, and consequences discussed in each associated practicum syllabi and coursework requirements.

Lastly, please note that all conferences will be documented using the Student Conference Report (See Appendix G) and kept as part of the student's personal file. Related information will not be shared with other students or staff. This file will be used when a student asks for recommendations for employment or when the ATP Faculty or Preceptors are asked to provide athletic training coverage for certain "special" events and the student requests to work at these events. The Graduate ATP is hopeful that the above consequences deter any problems which may be encountered with students missing clinical assignments, classes, and/or consistent tardiness for classes or clinical assignments. For details on University Academic Warning, Probation, or Dismissal please refer to the current copy of the CU Academic Catalog or individual course syllabi. It is important to note this policy is specific to clinical experiences and responsibilities only and may differ from the attendance policies specified for practicum, or other, classes.

#### **D. Dishonesty**

Issues involving academic dishonesty will follow the procedures as laid out in the University Academic Catalog and the CU Student Handbook. These documents can be found online at [www.concord.edu](http://www.concord.edu). Individual course policies should be found in the Graduate ATP Handbook and individual course syllabi. Grievance procedures regarding academic dishonesty can also be found in these documents. It is important to note, that academic dishonesty will not be tolerated and may result in dismissal from the ATP regardless of university standing and place your ability to sit for the BOC exam at risk.

#### **E. Dependability and Punctuality**

Students are expected to be punctual and reliable for all classes and clinical assignments. Standards and consequences for not meeting them will be addressed for courses by syllabi and instructors and clinically by preceptors. Absence or tardiness to clinical experiences may affect practicum course grade and absence from AT

curriculum courses will affect the students' ability to attend clinicals. Re-occurring or persistent issues may be addressed by ATP faculty.

The element of this policy that is probably the most important is communication with your Preceptor. ATP faculty and preceptors realize, on occasion, problems may arise and cause one to miss his/her clinical assignment for a day or to be tardy. Each student that has such a dilemma **must** make every effort to contact his/her Preceptor. Even with a legitimate excuse, failure to communicate with one's immediate Preceptor regarding a problem will force the faculty member or preceptor to count this as an unexcused absence/tardy.

*\*Note: Probations and suspensions will consist of "in-house" consequences, meaning the student will still be required to fulfill all clinical obligations, in addition to competencies or proficiencies required for courses in which the student is currently enrolled.*

#### **F. Academic and Clinical Counseling**

Upon entrance into Concord University, as a freshman or incoming transfer student, each student is assigned an academic advisor by the University. Students desiring to pursue the BSHS with an emphasis in Athletic Training and the MSAT will be assigned a major academic advisor from within the ATP faculty. Students are encouraged to meet with their academic advisors for more than just course scheduling. All full-time and part-time faculty in the ATP have an "open door policy" whereby students can utilize their academic advisors for discussion of personal problems, academic and clinical issues, career counseling, etc. During the pre-registration period, students will make an appointment with their advisor to schedule classes and to obtain their PIN number (NOTE: students are unable to register online without their PIN# and this PIN# changes each semester). It is extremely important that athletic training majors have very thorough and accurate academic advising because of the strict sequence of courses both within the Graduate ATP and its undergraduate prerequisites. Failure to consistently meet with one's advisor could possibly create a situation where the student has to stay an extra semester or year to take a course he/she missed. Therefore, it is the student's responsibility to meet with his/her advisor a minimum of one time per semester, and to keep abreast of course and curriculum offerings and changes.

#### **G. Study Hall**

A study hall time and location will be made available to all ATS requesting additional assistance with athletic training related coursework. On occasion, based on individual academic performance, study hall will be required:

1. Any student within the Graduate ATP receiving a D in the previous semester or mid-term, must schedule and report to a minimum of 2 hours of study hall per week until a grade of C or higher is earned.
2. Any student within the Graduate ATP receiving an F in the previous semester or mid-term, must schedule and report to a minimum of 3 hours of study hall per week until a grade of C or higher is earned.
3. Any student within the Graduate ATP with a semester or cumulative GPA of 3.0 or lower in the previous semester must schedule and report to a minimum of 2 hours of study hall per week until a semester and cumulative GPA of 3.0 or higher is earned.
4. Required study halls related to athletic training courses or GPA must be scheduled with ATP faculty.
5. Required study halls not directly related to athletic training courses or major GPA may occur in conjunction with study halls related to other activities (ie. athletics or fraternal organizations).



## H. Laboratory/Clinical Experiences

While matriculating through the ATP, students will be assigned to various preceptors employed at colleges, secondary schools, hospitals, the CU Department of Athletics, and other affiliate sites in the area. Clinical rotations will change on a predetermined basis. Laboratory/Clinical times should be discussed early with your preceptor and once determined are required as set by the preceptor. Students must realize their top priority is the educational preparation necessary for the field of athletic training. Therefore, the ATP Faculty will maintain that clinical time scheduling in laboratory/clinical experiences to be the primary consideration when students are developing their class and clinical schedules each semester. Outside part-time employment through other entities is not encouraged, but it will not be prohibited. Such employment should not interfere with courses or clinical experiences. Missing scheduled clinical experiences due to outside work schedules will be considered an unexcused absence and the consequences will be treated as such. ATP students may request clinical assignments, but final determination is at the sole discretion of the CEC. Written requests may be made to the CEC. Students should realize that although requests are made it may not be possible or in the students' best interest to accommodate everyone's choices. Efforts will be made on the CEC's part to inform students of the upcoming clinical assignments and necessary changes as early as possible.

ATP students who are also athletes must submit their schedules to the CEC prior to the start of classes in the fall semester. Additionally, the student-athlete must sign the ATP "Student-Athlete Participation Form" (see Appendix H), along with his/her specific coach, and return to the CEC prior to the start of fall classes.

## I. Transportation to Clinical Experiences

Students are expected to assume responsibility for their own transportation to the various clinical assignments that are off-campus. Off-campus clinical experiences will occur at any point during a student's progress through the ATP. Please note that the *student has the ultimate responsibility* to make sure he/she arrives to his/her clinical assignment on time. Whenever possible, car-pooling with other ATP students is strongly encouraged and recommended. Please note addresses or directions to all the clinical sites can be obtained from the CEC, preceptor, or Clinical Site Information drop down menu at <https://www.concord.edu/MSAT>.

## J. Dress Code

All students enrolled in the ATP must wear the following uniform (unless otherwise designated by the supervising preceptor to be more formal) while performing clinical rotations in the CU Athletic Training Room or involved in clinical experiences on or off-campus. No student is to ever be present in less professional attire than described here:

1. General
  - a. White, maroon, grey, or black T-shirt, polo, sweatshirt, or button-up with CU ATP logo (all shirts, except sweatshirts, must be tucked in).
  - b. Pants or shorts (slacks must be neat and clean; no short shorts (fingertip rule), jeans, sweatpants or shorts made of sweatpants material). Appropriate attire may be based off the preceptor's request.
  - c. All students must wear socks and shoes that are clean with the shoelaces tied (sandals, open-toe and open-heel shoes are OSHA violations and as such will not be permitted!).
  - d. Hats are only permitted during outdoor practices or games.
  - e. Name tags may be required at the discretion of the clinical site, preceptor, ATP faculty, or site administrators.
2. Specific for Clinical Experiences with Athletic Teams
  - a. Outdoor Practices
    - 1) Must wear shirt/top with CU ATP logo.
    - 2) Comfortable sneakers/shoes and socks (see above notes about shoes).

- 3) Refer to preceptor at each affiliate site to determine additional dress code requirements.
- 4) NO JEANS ALLOWED!!!
- 5) Other dress/attire that is appropriate for poor weather conditions will be permitted as the discretion of the preceptor

b. Athletic Training Facility or Games

- 1) Must wear appropriate attire based on preceptor's dress code for events, but may not be less than stated above in general section.
- 2) Outdoor sports: minimal dress should include khakis and polo shirt
- 3) Indoor sports: professional "dress" attire or other designated uniform
- 4) NO JEANS ALLOWED!!!

3. How to obtain uniform?

All incoming graduate students will be issued at least one t-shirt and one polo shirt with CU ATP logo. Additional clothing is the students' responsibility to obtain and may be purchased through the Graduate ATP, CATSA, or University Bookstore. All clothing items should have the CU Athletic Training logo, either silk-screened or embroidered.

\*Note: Students cannot begin their assigned clinical rotations nor completing any of their assigned clinical proficiencies until they are dressed appropriately. Preceptors are required to send students home to change and report back to clinical experiences whenever warranted. If this means the student misses his/her assigned experience for the day, it will be treated as an unexcused absence. If a student reports in less than appropriate attire a second time at any point during the clinical experience, the preceptor will report the incident to the CEC.

4. Grooming

*Hair:* Must be neat and clean, and maintained in such a manner to professionally fulfill clinical responsibilities.

*Facial Hair:* Mustaches and beards are acceptable only if they are kept neat and trimmed.

*Body Piercings:* Because of OSHA requirements, piercings to body areas other than the ear lobe are not allowed while performing clinical experiences. Students who do not abide by this policy will be asked to remove the piercing(s) before they can begin their clinical experience.

**K. Insurance**

As required by the CAATE and to protect Graduate ATP students and clinical sites, all students enrolled in ATP practicum courses requiring clinical experiences will be covered under medical liability insurance from the beginning of admission into the Graduate ATP until the time they graduate or are dismissed from the Graduate ATP. This insurance is currently provided by a group policy arranged by Concord University. The student's responsibility is to register for the required practicum courses. Students participating in clinical observations should not have physical contact with patients, therefore liability insurance would not be applicable. However, in all cases, confidentiality of information heard or seen should still be maintained. Activities occurring outside of classes and practicums required for classes would not be covered by medical liability (ex: evaluating a fellow student in their dorm).

**L. Physical Exams, Immunizations, Etc.**

Health-related documentation will be required after admission into the Graduate ATP, but before beginning clinical experiences associated with the AT 560. Prior to the in-person orientation for Bootcamp and clinical experiences, graduate students must have a physical examination completed and signed by a physician, physician assistant, or nurse practitioner. A Graduate ATP Physical Examination form (Appendix B) is preferable, but other forms will be accepted if the components of the physical are aligned. Additionally, students must provide a copy of their immunization records and signed verification of the Hepatitis B

acknowledgement/delineation form (Appendix C). Copies of physical and Hepatitis B acknowledgement forms can be located in the Appendices of this Graduate ATP Student Handbook or you can download them from the ATP webpage under the Handbook, Policies, and Forms dropdown menu at <https://concord.edu/MSAT>.

#### M. Policy on CPR Certifications

A photocopy of each student's current CPR-Professional Rescuer cards must first be presented to the CEC before beginning any clinical assignments. This will be required at the in-person orientation for Bootcamp with AT 560 and AT 665. If your certification in CPR expires, you must obtain re-certification prior to reporting for any clinical experience. The CPR certification obtained must represent CPR for the Professional Rescuer (that includes AED, Two Rescuer CPR, and BVM). This is the same certification level required by the BOC. Failure to complete and present the certification card will result in the student not being permitted to complete any clinical experiences until doing so. This may result in a lack of clinical experience hours effecting a practicum grade.

#### N. Confidentiality and Security

All students accepted into the Graduate ATP will be required to read and sign the *Confidentiality and Security Agreement* (See Appendix D). Students must be aware of patient and facility confidentiality issues, as well as other federal and state laws protecting confidential information. Students must review and sign this agreement prior to beginning clinical experiences and each year while progressing through the Graduate ATP. This documentation will be collected during the in-person orientation for Bootcamp with AT 560 and AT 665.

Students should not discuss the health status of any athlete or patient with anyone. Students should not release any information to friends, press, radio, etc. Students should direct all inquiries to your supervising preceptor. All public comments about injuries will be handled by the attending physician, supervising preceptor, or athletic coach. Keep in mind that by not complying with any of these expectations, you will be "breaching" the confidentiality of the athlete or patient, which is a punishable offense by law.

#### O. Communicable Diseases Policy

The Graduate ATP recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases. Students in the ATP must demonstrate protection against communicable diseases before being allowed to participate in patient care. This includes completion of a comprehensive vaccination/communicable disease record and completion of a physical examination to verify the athletic training student meets the technical standards of the ATP. Verification of vaccination or verification of recovery from disease must include Hepatitis B, rubella, mumps, rubeola, varicella, tetanus/diphtheria, and tuberculosis. Students must also complete annual training in the handling of blood-borne pathogens and infectious agents as specified by the Occupational and Safety Health Administration and documented by the ATP. This training will be provided by the ATP Faculty during the in-person orientation for Bootcamp with AT 560 and AT 665. Records of these various documents will be kept in the ATP student's permanent file and/or programmatic files. Students who contract a communicable disease are required to obey prescribed guidelines by their attending physician and the recommendations of the CU Student Health Center. Students should advise at least one of the following individuals if a communicable disease is contracted and may, in any way, affect their attendance, participation or risk the health of others: PD, CEC, and/or Preceptor. The following communicable diseases which fall under this policy include, but are not limited to:

- AIDS
- Amebiasis
- Anthrax
- Botulism
- Brucellosis
- Campylobacter infections
- Chancroid
- Chlamydia trachomatis infection
- Cholera
- COVID-19
- Diphtheria
- Infectious encephalitis
- Escherichia coli
- Giardiasis
- Gonorrhea
- Haemophilus influenza
- Hand, foot and mouth syndrome

- Viral and acute hepatitis
- Hepatitis A
- Hepatitis B
- Hepatitis C
- Herpes
- Hantavirus
- HIV
- Legionellosis
- Leprosy (Hansen's disease)
- Lyme disease
- Malaria
- Measles
- Meningitis (bacterial)
- Meningococemia
- Mumps
- Pertussis (whooping cough)
- Plague
- Poliomyelitis
- Psittacosis
- Rocky Mountain spotted fever
- Rubella
- Salmonellosis (typhoid fever)
- Shigellosis
- Streptococcus pneumonia
- Syphilis
- Tetanus
- Toxic shock syndrome
- Trichinosis
- Tuberculosis
- Tularemia
- Yellow fever
- Pinworms
- Ringworm
- Scabies
- Shingles (herpes zoster)

#### **P. Blood Borne Pathogen Policies**

Graduate ATS may be exposed to blood borne pathogens during the course of their clinical experiences and rotations. Graduate ATS are expected to review and follow the Exposure Control Plan established by Concord University in the event of an exposure occurring. The Graduate ATP will follow the Exposure Control Plan as established and approved by the university. The exposure control plan can be found on the MSAT webpage (<https://www.concord.edu/MSAT>) under the Handbook, Policies, and Forms menu , as well as at each clinical site. In addition, any procedures set by off-campus sites for BBP exposure will also be followed. If a graduate ATS has an exposure incident it should be reported immediately to their assigned preceptor and the CEC, and the appropriate Graduate ATP and clinical site forms should be completed immediately (NOTE: refer to Appendix I or the <https://www.concord.edu/MSAT> for a copy of the *BBP Exposure Report Form*).

Training for all ATP students and faculty will be conducted before initial clinical experiences/observations where occupational exposure may occur. Students will first receive training in the online portion of AT 560 and during the Bootcamp orientation prior to any clinical education experiences and then receive annual refresher training in the same manner during AT665.

#### **Q. Professional Education Requirements (PER)**

All students enrolled in the Graduate ATP must complete 10 of the following professional education requirements. Students must complete all of the requirements in section A, along with any others from section B in order to complete a total of 10 activities. Record of completion of these requirements will be kept by ATP faculty. Graduate ATS will have the entire duration of their time in the Graduate ATP, but completion of these requirements is a course assignment for a grade AT 668.

##### Section A

1. Attend professional athletic training or sports medicine conference.
2. Submit one oral or poster presentation for consideration for presentation at one professional meeting.
3. Participate in one activity outside of normal class assignments that promotes the profession of athletic training to the public.
4. Become a member of a professional athletic training organization
5. Participate in pre-season event coverage at any of the Graduate ATP clinical sites prior to the beginning of the fall semester in August during Bootcamp
6. Participate in a minimum of 2 surgical observations

##### Section B

1. One point awarded for each professional meeting attended beyond that of Section A (may be completed multiple times).
2. Present oral or poster presentation at professional meeting (may be completed multiple times).
3. Take an AT prefix elective class (may be completed multiple times).
4. Become a member of the Concord Athletic Training Student Association.
5. Become an officer of the Athletic Training Student Organization (may be completed multiple times).
6. Earn professionally recognized certification other than ATC, such as an EMT, CSCS, PES, etc.
7. Receive an athletic training related scholarship or award above the Graduate ATP level (may be completed multiple times).
8. Serve in a leadership role in a professional organization above campus level.
9. Participate in an activity outside of normal class assignments that promote the profession of athletic training to the public (may be completed multiple times).
10. Serve as a volunteer as a professional athletic training or sports medicine conference for 10 hours (may be completed multiple times).
11. Lead an approved research project with the intent of publishing findings in a professional journal.
12. Publish an article in a professional journal.

## **R. Electronic Devices**

Cell phones, PDAs, pagers, and all other personnel electronic devices are not to be used during clinical experiences or observations. Involvement in these experiences should be viewed the same as attending a class. In both of these situations, students are not to talk on their cell phone, text message, or utilize such devices for any activities or purposes. Students should also not have personal laptops out during clinical experiences or observations. These activities not only utilize space which should be allocated for patient usage and/or care, but they slow the reaction time of the student and staff to intervene on the patients' behalf for both emergency and non-emergency situations. Should the use of these devices be reported by a preceptor, appropriate action will be taken. The first violation of this policy will result in the graduate ATS being sent home from clinicals for the day. The second occurrence will, at the minimum, disqualify a student from completing clinical experiences for at least a period of one week, which may affect the student's practicum grade. Repeated incidents will be handled with more severe consequences at the discretion of the CEC and preceptor.

## **S. Weather Cancellation Policy**

If CU classes are cancelled or the University is closed, students should not attend clinical rotations that require them to operate a motor vehicle or drive to their clinical site. The student, if they choose, may walk to their clinical rotation if they can do so with minimal to no risk. Listen to local radio, watch local television stations, or visit the CU website to find out if weather has caused a cancellation of Concord University classes. In the event of a cancellation or closing, it is the students' responsibility to communicate with the assigned preceptor regarding clinical site status for that day. If an affiliate clinical site cancels their classes and Concord does not, it is advised that you call your assigned preceptor to determine whether you should report for clinical experiences.

## **T. Drugs and Alcohol**

Under no circumstances will it be permitted or tolerated that any student use, possess, buy, or distribute any form of recreation or illegal drugs or alcohol when performing clinical experiences/observations or when acting as a representative of the Graduate ATP in any capacity. It will not be tolerated that any graduate ATS report to clinical experiences/observations while under the influence of drugs or alcohol. It will not be tolerated if other individuals are able to identify such usage by the smell, appearance, behavior, etc. of the student. In the instance that any of the above occurs, but it is not related to a situation potentially involving the Graduate ATP, disciplinary action may be taken by the ATP faculty against the student if law enforcement officials are involved.

## **VIII. THE RELATIONSHIP OF THE ATHLETIC TRAINING STUDENT TO OTHERS**

### **A. ATS and Athletic Training Faculty/Preceptors/Physicians/Instructors/Coaches**

The ATP faculty, CU clinical sport medicine staff, and off-campus preceptors are your immediate supervisors and you will be responsible to them at all times. A relationship needs to be established in which you feel free to discuss anything with them at any time while knowing confidentiality will be maintained. Students are not only encouraged to watch and listen, but to ask questions, offer assistance, and actively participate in patient care. Open lines of communication are always encouraged. If problems arise, the student should first be taken to preceptor or CEC. All of the above relationships should be kept professional in nature. Students should expect to be corrected by preceptors and/or faculty if behavior is unsatisfactory or disruptive.

### **B. ATS and Student Athlete Relationships**

Graduate ATS are not encouraged, nor prevented, from maintaining or developing relationships with each other or fellow collegiate graduate student athletes. However, if it in any way detracts from clinical responsibilities, such a relationship may necessitate the reassignment of the graduate ATS involved. If a relationship exists prior to the assignment at a clinical site it is recommended, not required that the graduate ATS inform the CEC so he/she is aware of the situation prior to any concerns developing. If you are assigned a clinical site where you will be working with minors, no such romantic relationship will be tolerated.

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## IX. SPECIFIC POLICIES

### A. Participation in Athletics by Concord ATP Students

1. Athletic training students may participate in college athletics as a member of an athletic team during Year 1 of the MSAT curriculum. Based on the nature of immersive clinical experiences graduate ATS are not permitted to participate as a college athlete during Year 2 of the MSAT.
2. Once a student is accepted into the Graduate ATP, he/she can participate in only one primary sport during the academic year (i.e., fall and spring baseball or cross country/track, etc. constitutes two sports), due to the inability of completing required competencies and clinical proficiencies during each of the practicum courses. At this time a student must also declare what sport is their primary sport.
3. The graduate student-athlete must be available for clinical experience assignment throughout the academic year. Student-athletes enrolled in the Graduate ATP will need to be available to complete all assigned competencies and clinical proficiencies. Student-athletes in the Graduate ATP cannot “take off” from completing any of the clinical requirements during their in-season time of athletic competition.
4. In order to avoid a potential conflict, and to educate athletic coaches about the clinical education requirements of the Graduate ATP, the graduate ATS must submit a signed copy of the *Student-Athlete Participation Form* (see Appendix H). This form must also be signed by the student-athlete's specific coach and is to be given to the CEC no later than the start of fall semester classes. A copy will be given to the student's preceptor, academic advisor, and athletic coach.
5. Students must follow same hour and clinical experience requirements for each practicum course as stated in this handbook and each practicum syllabus.

### B. Policy on the Number of Students Accepted into the ATP

Each year the ATP faculty determines the maximum number of students it can admit into the program. This number is arrived at by considering the number of students currently enrolled in the program and taking into account student to instructor and student preceptor ratios. However, this number is subject to change based upon qualifications and experience of preceptors and changes in staffing.

ATC #1 at CU –	4:1	CEC –	1:1
ATC #2 at CU –	4:1	Bluefield College ATC/CP #1 –	4:1
ATC #3 at CU –	4:1	Bluefield College ATC/CP #2 –	2:1
ATC/GA at CU –	2:1	Bluefield College ATC/CP #3 –	2:1
ATC/GA at CU –	2:1	Bluefield State College ATC/CP –	2:1
ATC/GA at CU –	2:1	WVU Tech ATC/CP –	2:1
ATC/GA at CU –	2:1	Additional Sites –	2:1
ATP Director –	1:1	Short-term Rotation ATC/CP –	2:1

*\*Note: The above numbers may change as new affiliated sites are added or as old sites are dropped or if there are changes in affiliated clinical site staff during the year.*

### C. Clinical and Program Expectations of ATP Students

1. All graduate ATS will be given their preceptor assignments for the following practicum course via email, and as soon as possible prior to the beginning of each semester. Graduate ATS are expected to initiate contact with their new preceptor prior to the end of the fall semester (for spring semester assignments) or at least

one month prior to the start of fall preseason practices (for fall semester assignments) to introduce themselves to their assigned preceptor, arrange a time for preceptor/clinical site orientation, to become familiar to the facility and its personnel, and if needed to locate the facility or clinic location. All clinical assignments will be made by the CEC. Graduate ATS clinical experience expectations will vary based on the type of practicum course in which the student is enrolled. Graduate ATS should have at least one day off per seven days. A weekly minimum of 10 clinical experience hours must be met throughout the entire semester. First-year graduate ATS will complete a minimum of 200 hours in each the fall and spring semester. Interprofessional practicums will vary based on setting and expectations of the preceptor. Second-year graduate ATS will complete two 8-week practicum courses, with a minimum of 100 clinical hours. Clinical immersion requirements will vary based on setting and expectations of the preceptor.

## 2. Unacceptable Clinical Education Guidelines

- a. Experiences spent in a program/facility not supervised or directed by a BOC-Certified Athletic Trainer, and/or is not a Graduate ATP affiliated clinical setting.
- b. Time spent traveling with teams.
- c. Academic or lab hours.
- d. Time dedicated to studying or conducting research.
- e. Experiences in which the preceptor/site is not affiliated with the Graduate ATP.
- f. Conference attendance.
- g. Advising or orientation training/meetings.

## 3. Acceptable Clinical Education Guidelines

- a. In order for experiences to be credited for graduation or practicum course purposes, they must be attained under the direct supervision of preceptors who are appropriately certified or licensed health care professionals and who are formally affiliated with the Graduate ATP. Only experiences spent at organized team practices and contests at CU or any of the other affiliate clinical settings or time dedicated to scheduled hours for patient care will be viewed as acceptable clinical experiences.
- b. All clinical hours must be completed while being directly supervised by a trained preceptor. Direct supervision requires the preceptor's continual communication and direction over a graduate ATS on a constant and daily basis. This applies to the instruction, evaluation, and clinical performance of proficiencies and daily responsibilities of the graduate ATS. Constant visual and auditory interaction between the graduate ATS and preceptor must be maintained. The preceptor should be physically present for proficiency, instruction, evaluation and clinical performance. The preceptor should be able to intervene at all times on the patients' behalf should he/she deem it necessary. It is understandable that direct and intervening supervision may not be possible 100% of the time due to usual and/or unavoidable circumstances. In such cases, it is important that the graduate ATS and the preceptor understand that the graduate ATS may only serve as a First Responder to the level in which he or she feels comfortable and confident. It is the choice of the graduate ATS to leave the facility if proper supervision is not provided. (Refer to the *First Responder Agreement* in *Practicum Course Packets*).
- c. Clinical Education may not result in any form of payment or remuneration for students. All clinical education hours are educational in nature, and therefore should result in no form of payment to the student for the time or services they provide to a clinical site or patient.

\*Scholarships do not fall within the limitation of this policy.

\*\*Should a graduate ATS be assigned to a clinical site as a work-study employee, the hours completed as the employee are not considered clinical education and will not fulfill requirements of the ATP.



\*\*\*Clothing provided by the Graduate ATP or the clinical site that is required attire during clinical experiences do not fall within the limitation of this policy.

4. Once accepted into the Athletic Training Program, students will be required to take four practicum courses traditional practicum courses, two immersive experience practicum courses, and two interprofessional experiences practicum courses. During each of these practicum courses, students will be proving educational competency by completing clinical proficiencies. Proficiencies correlate with either courses that have already been completed or courses the graduate ATS are currently enrolled in. Specific competencies and proficiencies that need to be met in each of the practicum courses will be addressed in each corresponding *Practicum Course Packet* and will be met in clinical, laboratory, in-service, and/or classroom experiences. In order to insure a quality clinical experience for each student, and so that he/she can meet the required competencies and proficiencies for each of the practicum courses, the following plan was developed by the Graduate ATP. Graduate ATS will be exposed to the following populations/rotations during their practicum course requirements:
  - a. Male Patient Rotation
  - b. Female Patient Rotation
  - c. Team Rotation
  - d. Individual Sport Rotation
  - e. General Medical Rotation
  - f. Equipment Intensive Rotation
  - g. Physical Therapy Rotation (non-athlete population)

#### **E. Obtaining Clinical Experience Hours On-Campus While Assigned to an Off-Campus Preceptor**

It will be the official stance of the Graduate ATP that during those time periods when a graduate ATS is assigned to an off-campus preceptor, the graduate ATS needs to make all efforts to utilize this time to learn different perspectives, techniques, etc. from different clinical instructors at different clinical sites.

Written approval must be obtained from the CEC before any additional or different clinical experiences are allowed within an assigned clinical rotation. In the event clinical experience hours are available on a limited basis at the assigned site, graduate ATS will only be able to complete hours at CU after approval from the CEC. Preceptors will be contacted by the CEC to verify availability.

#### **F. Experiences Outside of the Academic Year**

All graduate ATS will be required to report to campus at the same time in August, prior to the beginning of fall semester classes. These experiences will be the in-person portion of AT 560 and AT 665 practicum courses. These courses will be hybrid in nature and will require some online training prior to reporting to campus. The second portion of these course will be in-person during what is referred to as Bootcamp. Bootcamp will be an intensive session leading up to the fall semester and will include programmatic orientation, collection of required programmatic documentation, hands-on training and lab simulation, clinical and preceptor orientation, preseason screenings and physicals, and medical coverage at preseason practices

Graduate ATS who's assigned rotations have not yet begun will be temporarily assigned to other clinical sites or rotations to assist them in their preseason routine and give the graduate ATS a variety of exposures not available during the academic year. The return date will be announced late in the spring semester. Hours completed during these times will not be counted toward any practicum class hour requirements but may be used to complete PER. Other holidays, and academic breaks are at the discretion of the assigned preceptor.

## X. EDUCATIONAL AND CLINICAL STANDARD OPERATING PROCEDURES AND GUIDELINES

### A. General

1. Graduate ATS are expected to read and familiarize themselves self with any and all clinical site policies and procedures manuals. This includes, but is not limited to, the EAP and sport specific duties. These responsibilities are outlined and required tasks within the *Practicum Course Packets*.
  2. All documentation should meet professional standards and standards of the facility to which graduate ATS are assigned. This includes but is not limited to treatments, rehab, medications, injury evaluation, wound care, documentation, modalities, and referrals.
  3. All patient personal and medical records and information should be kept confidential and secure at all times in accordance with both the *Confidentiality and Security Agreement* signed by all graduate ATS and the assigned facilities protocols.
  4. Avoid confrontations with athletes/patients, coaches, and or staff members at assigned clinical experiences. Graduate ATS should to their preceptor, and/or CEC if there is a problem.
  5. No skills related to athletic training should be performed clinically until the graduate ATS has been taught the information and/or skill. Generally, this will involve in class instruction, assessment and proven knowledge regarding content and/or skill. Graduate may also perform skills the assigned preceptor has taught and approved prior to classroom instruction if the preceptor feels the graduate ATS is proficient in the skill and there is minimal to no risk to the patient. If the graduate ATS changes preceptors and the content or skill has still not been covered in the classroom, the graduate ATS should cease to perform such tasks or skills until it is assessed in the curriculum or the new preceptor has given permission with the same stipulations.
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**Handbook Appendix A**  
**Concord University Graduate Athletic Training Education Program**  
***Technical Standards for Graduate Athletic Training Students***  
*(Needed one time during application)\**

The Graduate Athletic Training Program (ATP) at Concord University is a rigorous and intense program that places specific requirements and demands on students enrolled in the program. This program is designed to prepare graduates to enter a variety of employment settings in order to render health and medical care and advice to a wide spectrum of individuals engaged in physical activity. These Technical Standards establish a baseline of essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the accrediting agency for athletic training education, which is the Commission on Accreditation of Athletic Training Education (CAATE), and state regulations. The following must be attainable by all students admitted to the Graduate Athletic Training Program.

Compliance with the program's Technical Standards does not guarantee a student will successfully complete the program, meet degree requirements, achieve a passing score on the Board of Certification (BOC) examination, nor become licensed as an athletic trainer in any state(s).

The following must be demonstrated for a student to participate in the educational program:

- Assimilate, analyze, and synthesize information; integrate concepts and problem solve; and formulate appropriate therapeutic judgments while distinguishing deviations from the norm.
- Read patient charts and instructions related to the use of all equipment and supplies and instrument panels and print outs generated by various pieces of equipment (i.e., isokinetic therapy equipment).
- Detect the presence of various bodily fluids, ascertain the presence of biological abnormalities according to visual inspection and cues, and differentiate various topical applications.
- Read, write, and communicate in the English language to facilitate effective communication including assessments and providing treatment information to patients, physicians, clinical staff, peers, and other stakeholders charged with patient care functions. Candidates must also demonstrate the ability to communicate with individuals of diverse cultural and social origins and establish levels of rapport consistent with competent professional practice.
- Be able to verbally communicate effectively and appropriately discern instrument alert signals and timing devices.
- Demonstrate competency in areas including, but not limited to: emergency management (i.e. rescue breathing, CPR, and airway management) and first aid techniques (i.e. wound care, splinting, patient transportation); application of supportive devices (i.e. taping, bracing, wrapping, equipment fitting); assessment of joint/extremity motion, strength, and stability; utilization of therapeutic modalities (i.e. ultrasound and muscle stimulation equipment); and passive/active-assisted mobility/strength restoring techniques while utilizing accepted guidelines. Candidates must use equipment and supplies accurately and safely during such circumstances.
- Traverse about on-campus and affiliated site clinical settings and render assistance to patients acutely disabled on an athletic field, court, or in the health care facility.
- Problem solve, maintain composure, and react expediently yet effectively under emergency and other stressful circumstances. Must be able to recognize situations and then take appropriate steps to function effectively in the classroom, lab, and clinic.
- Demonstrate the perseverance, diligence, and commitment to complete the Graduate ATP as outlined and sequenced. This will include experiences beyond the confines of the Concord University campus for which students must provide their own transportation.

Candidates admitted to the Graduate ATP at Concord University will be required to verify they understand and meet these Technical Standards or that they believe they can meet them, with certain reasonable accommodations. The Concord University Office of Multicultural Affairs (see below) in conjunction with additional offices and departments on

campus and as appropriate, will evaluate a student who states he/she could meet the program's Technical Standards with accommodation and confirm the stated condition qualifies as a disability under applicable laws.

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

*\*Applicants into the Graduate ATP must sign one of the statements below and submit signed Technical Standards by uploading them to ATCAS before admissions may be offered.*

I certify I have read and understand the Technical Standards listed above and believe to the best of my knowledge I am able to meet each of these without accommodation. I understand if I am unable to meet these Technical Standards I will not be admitted into the program. Moreover, if I become unable to meet the Technical Standards at any time while I am enrolled in the Graduate ATP, I understand it is my responsibility to report this to the ATP Program Director, so my status can be reviewed and potential accommodations can be developed.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Signature of Student Date (00/00/0000)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Signature of Faculty Witness Date (00/00/0000)

*\*Alternative statement for students requesting accommodations.*

I certify I have read and understand the Technical Standards and believe to the best of my knowledge I am able to meet each of these with certain accommodations. I will contact the Concord University Office of Multicultural Affairs (see below) to determine what accommodations may be available. I understand if I am unable to meet the Technical Standards with or without accommodations, I will not be admitted into the Graduate ATP. Moreover, if at any time I am enrolled in the Graduate ATP, I become unable to meet the Technical Standards, I understand it is my responsibility to report this to the ATP Program Director, so my status can be reviewed and potential accommodations can be developed.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Signature of Student Date (00/00/0000)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Signature of Faculty Witness Date (00/00/0000)

The Disabilities Coordinator at Concord University in the Office of Multicultural Affairs is Ms. Nancy Ellison. She can be contacted at (304) 384-6086, [nellison@concord.edu](mailto:nellison@concord.edu), or in her office at the Concord University Student Center. The Center for Academic and Career Development at Concord University offers a wide variety of services as well. Contact Sheila Womack at (304) 384-6298 / [swomack@concord.edu](mailto:swomack@concord.edu). Concord University is an Equal Opportunity/Affirmative Action employer and educational institution and does not discriminate on the basis of age, race, color, religion, sex, sexual orientation, disability, national origin or Vietnam era or other veteran status, in the admission to, or participation in, any educational program or activity which it conducts, or in any employment policy or practice. Any complaint arising by reason of alleged discrimination should be directed to the Office of Multicultural Affairs, Concord University, Student Center, P.O. Box 100, Athens, WV 24712, (304) 384-6086 (V/TDD), or the Director of the Office for Civil Rights, U.S. Department of Education, Philadelphia, PA.

Revised 6/3/2021

**Handbook Appendix B**  
**Concord University Graduate Athletic Training Education Program**  
**Physical Examination Form**  
*(Needed one time before clinical experiences)#*

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ DOB: \_\_\_\_\_  
          (Last)           (First)           (MI)

Home Address: \_\_\_\_\_  
\_\_\_\_\_

*History: Please indicate if you have a history of any of the following. (Attach additional sheets as necessary)*

Allergy: _____	Muscular Disorders: _____
Diabetes: _____	Nervous Disorders: _____
Epilepsy: _____	Psychiatric Disorders: _____
Heart Disease: _____	Hearing Disorder: _____
Kidney Disease: _____	Bone or Joint Injury/Disease: _____
Menstrual Disorder: _____	Other: _____

Elaborated on any yes answers above: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ BP: \_\_\_\_\_ Pulse: \_\_\_\_\_

Vision:       Right 20/ \_\_\_\_\_   Left 20/ \_\_\_\_\_                      Corrected? YES / NO

Physical: 1. General Appearance: _____	6. Abdomen: _____
2. Eyes, Nose, Throat: _____	7. Hernia: _____
3. Heart: _____	8. Neurological: _____
4. Lungs: _____	9. Spine: _____
5. Skin: _____	10. Musculoskeletal: _____

Immunizations:       Date of last Tetanus Injection \_\_\_\_\_                      Hepatitis B \_\_\_\_\_  
PPD:   Positive \_\_\_\_\_ Negative \_\_\_\_\_                      Date \_\_\_\_\_

At the time of examination, this person is free from physical defects that might interfere with the performance of his/her duties, except as noted above, and is physically able to participate in the Athletic Training Program.

This student requires a follow-up evaluation with the following medical specialist prior to participation in the Athletic Training Program: \_\_\_\_\_

\_\_\_\_\_  
Date of Physical Exam

\_\_\_\_\_  
Physician's Signature

*\*Students requiring a follow-up evaluation must provide a copy of the Specialist's recommendation regarding the student's physical ability to participate in the Athletic Training Program to the Concord Student Health Center.*

**Handbook Appendix C**  
**Concord University Graduate Athletic Training Education Program**  
**Hepatitis B Immunization**  
**Informed Consent / Refusal Form**  
*(Needed one time before clinical experiences)#*

Hepatitis is an inflammation of the liver which may be caused by several viruses, one of which is Hepatitis B. The Hepatitis B virus is detectible in almost all body fluids and secretions including blood, saliva, semen, vaginal fluid, breast milk, tears and urine of someone infected with Hepatitis B. Although contact with infected blood is the most common way in which the virus is transmitted, it can also pass through cuts, scrapes, or breaks in the skin or mucous membrane.

A carrier of Hepatitis B is someone who may or may not show signs of liver disease, but who continues to carry the Hepatitis B virus in the body, and therefore, can transmit to others.

A hepatitis B virus infection may be mild or more severe. Death is uncommon in the early stages of the infection. Chronic infection develops in 6-10% of patients who become carriers. This chronic infection may last for years, possibly for life, and it may lead to cirrhosis and liver cancer.

There is no treatment or drug available that is able to kill the Hepatitis B virus. In most cases, the body's own defense mechanism will eliminate the infection. In health care workers, the risk of acquiring Hepatitis B may be determined by their degree of exposure to blood.

The Hepatitis B vaccine is recommended for persons at high risk of contracting Hepatitis B. It will not prevent Hepatitis caused by other agents such as Hepatitis A virus or Hepatitis non-A, non-B virus.

Hepatitis B immunization should be withheld in the presence of:

1. Any serious active infection except when a physician believes withholding the vaccine entails a greater risk.
2. Hypersensitivity (allergy) to yeast or any components of the vaccine (alum, thimerosal mercury derivative, aluminum, hydroxide, formaldehyde).
3. Pregnancy or breast-feeding.
4. Severe heart/lung problems.

Hepatitis B vaccine is generally well-tolerated. As with any vaccine there is a possibility of a broad use of the vaccine could reveal an adverse reaction not observed in clinical trials. There may be a local reaction at the injection site such as soreness, pain, tenderness, itchiness, redness, black/blue mark, swelling, warmth or nodule formation. Other reactions may include low grade fever, fever over 102 degrees (uncommon), general arthralgia or rash neurological disorders.

The vaccine consists of three injections. The first dose is at an elected time, the second dose one month later, and the third dose six months after the first dose. Full immunization requires all three doses of the vaccine over a six month period to confer immunity. However, the duration of the protective effects of the Hepatitis B vaccine is presently unknown and the need for boosters is not yet defined.

Students enrolled in the Athletic Training Program are encouraged to obtain their own immunizations prior to the start of their junior year. The cost shall be incurred by the student. If a student so desires, he/she may decline by signing the appropriate form and submitting it to the Program Director with the application packet.

**Handbook Appendix C**  
**Concord University Graduate Athletic Training Education Program**  
**Hepatitis B Immunization**  
**Informed Consent / Refusal Form**

I have read the information on this form about the Hepatitis B vaccine and I have had the chance to ask questions, which were answered to my satisfaction. I believe I understand the benefits and risks of Hepatitis B vaccine and choose to accept the immunization against Hepatitis B. To the best of my knowledge, I do not have any active infection, nor am I pregnant or nursing an infant. Vaccination for Hepatitis B is at the expense of the Athletic Training Student.

\_\_\_\_\_  
Signature\* \_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

	Date	Site	Lot#	Immunized by
1 <sup>st</sup> Dose				
2 <sup>nd</sup> Dose				
3 <sup>rd</sup> Dose				

**Hepatitis B Vaccine Declination (Mandatory if not being immunized)**

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk for acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine at my own expense. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk for acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious material and want to be vaccinated with the Hepatitis B vaccine, I can receive, at my own expense, the vaccination series.

\_\_\_\_\_  
Signature\* \_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

***\*Only sign one of the above locations, for either the documentation of the Hepatitis B vaccination or the declination of the Hepatitis B vaccination.***

**Handbook Appendix D**  
**Concord University Graduate Athletic Training Education Program**  
**Confidentiality and Security Agreement**  
*(Needed annually before clinical experiences)#*

As an employee of Concord University or a student in the Graduate Athletic Training Program (ATP), I understand that I may have access to confidential information including patient, financial, or business information obtained through my association with the University or Graduate ATP. I understand one purpose of this Agreement is to help me understand my personal obligation regarding confidential information. Confidential information, regardless of medium, is valuable and sensitive and is protected by law and by strict Company policies. The Health Insurance Portability and Accountability Act of 1996 (HIPAA), State of West Virginia law, and other Federal Regulatory laws require protection of confidential information contained within a health care information system. Inappropriate disclosure of patient data may result in the imposition of fines up to \$250,000 and/or ten years of imprisonment per incident.

Accordingly, as a condition of and in consideration of my access to confidential information, I promise the following:

1. I will not access confidential information for which I have no legitimate need to know to perform my job/function and for which I am not an authorized user.
2. I will not in any way divulge, copy, release, sell, loan, review, gossip, or speak in idle talk, alter or destroy any confidential information unless expressly permitted by existing policy except as properly approved in writing by an authorized officer of the University or Graduate ATP within the scope of my association with the University or Graduate ATP.
3. I will not utilize another user's password in order to access any system. I will not reveal my computer access code to anyone else unless a confirmed request for access to my password has been made by Information Services and I am able to confirm the legitimacy of the request and the requestors.
4. If I observe or have knowledge of unauthorized access or divulgence of confidential information I will report it immediately either to my supervisor, the Privacy Officer, or the Compliance Hotline.
5. I will not seek personal benefit nor permit others to benefit personally through any confidential information that I may access.
6. I will not discuss any information regarding patients in common areas such as elevators, cafeterias, snack bars, smoking areas, or residence halls.
7. I will respect the ownership of proprietary software and not operate any non-licensed software on any Company computer.
8. I understand all electronic communication may be subject to internal or external audits.
9. I agree to abide by all University and Graduate ATP rules and regulations applicable to confidential patient information.
10. I understand my failure to comply with this Agreement may result in disciplinary action, which might include, but is not limited to, termination of employment with the University, expulsion from the Graduate ATP, and/or loss of my privileges to provide services and obtain clinical experiences in University or Graduate ATP facilities.

By signing this agreement, I acknowledge I have read or have had read to me and understand the University and Graduate ATP has an active on-going program to review records and transactions for inappropriate access and I understand inappropriate access or disclosure of information can result in penalties up to and including termination of employment, expulsion from the Graduate ATP, and/or legal action.

---

Signature

Date

---

Printed Name



**Handbook Appendix E**  
**Concord University Graduate Athletic Training Education Program**  
**Communicable Diseases Policy**  
*(Needed one time before clinical experiences)#*

The Concord University Athletic Training Program (ATP) recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases. Students in the ATP must demonstrate protection against communicable diseases before being allowed to participate in patient care. This includes completion of a comprehensive vaccination/ communicable disease record and completion of a physical examination to verify the athletic training student meets the technical standards of the ATP. Verification of vaccination or verification of recovery from disease must include Hepatitis B, rubella, mumps, rubeola, varicella, tetanus/ diphtheria, and tuberculosis. Students must also complete annual training in the handling of blood-borne pathogens and infectious agents as specified by the Occupational and Safety Health Administration and documented by the ATP. This training will be provided by the ATP Faculty at the beginning of each fall semester. Records of these various documents will be kept in the athletic training student's permanent file.

Students who contract a communicable disease are required to obey prescribed guidelines by their attending physician and the recommendations of the CU Student Health Center. Students should advise at least one of the following individuals if a communicable disease is contracted and may in any way affect their attendance, participation or risk the health of others: PD, CEC, and Preceptor. The following communicable diseases fall under this policy:

- |                                   |                                 |                                 |                            |
|-----------------------------------|---------------------------------|---------------------------------|----------------------------|
| • AIDS                            | • Gonorrhea                     | • Malaria                       | • Streptococcus pneumonia  |
| • Amebiasis                       | • Haemophilus influenza         | • Measles                       | • Syphilis                 |
| • Anthrax                         | • Hand, foot and mouth syndrome | • Meningitis (bacterial)        | • Tetanus                  |
| • Botulism                        | • Viral and acute hepatitis     | • Meningococemia                | • Toxic shock syndrome     |
| • Brucellosis                     | • Hepatitis A                   | • Mumps                         | • Trichinosis              |
| • Campylobacter infections        | • Hepatitis B                   | • Pertussis (whooping cough)    | • Tuberculosis             |
| • Chancroid                       | • Hepatitis C                   | • Plague                        | • Tularemia                |
| • Chlamydia trachomatis infection | • Herpes                        | • Poliomyelitis                 | • Yellow fever             |
| • Cholera                         | • Hantavirus                    | • Psittacosis                   | • Pinworms                 |
| • Diphtheria                      | • HIV                           | • Rocky Mountain spotted fever  | • Ringworm                 |
| • Infectious encephalitis         | • Legionellosis                 | • Rubella                       | • Scabies                  |
| • Escherichia coli                | • Leprosy (Hansen's disease)    | • Salmonellosis (typhoid fever) | • Shingles (herpes zoster) |
| • Giardiasis                      | • Lyme disease                  | • Shigellosis                   |                            |

Therefore, athletic training students should not report to their clinical site if they have active signs or symptoms of one or more of the above communicable diseases. Athletic Training Students must immediately notify the AT Clinical Education Coordinator and their assigned Clinical Preceptor of their status and an estimate of how long they will need to be absent from their clinical rotation. In the event that a Clinical Preceptor believes the athletic training student assigned to his/her site would be missing an inordinate amount of time due to adherence to the communicable disease policy, he/she should contact the ATP Clinical Education Coordinator to discuss.

I certify that I have read and understand the ATP Communicable Diseases Policy described above. I further agree to abide by the Communicable Disease Policy as described.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

**Handbook Appendix F**  
**Concord University Graduate Athletic Training Education Program**  
**Handbook Acknowledgment and Student Agreement Form**  
*(Needed annually before clinical experiences)#^*

I was provided access to the *Graduate Athletic Training Program Student Handbook* prior to my application into the Graduate ATP and it was reviewed again in detail at the beginning of the academic year corresponding to the date I listed and signed below. I have reviewed, read, and/or been read the entire contents of this *Handbook* discussing the policies and procedures of the Graduate ATP. I have been given sufficient time to ask any clarifications or questions regarding this *Handbook*. I understand all expectations and responsibilities placed upon me as a graduate student as outlined in this *Handbook*. At a minimum, these include:

- I. Faculty and Staff
- II. Glossary of Abbreviations
- III. Introduction
- IV. The Athletic Training Program
- V. MSAT Course Descriptions
- VI. Program policies and Guidelines
- VII. Relationship of the ATS to Others
- VIII. Specific Policies
- IX. Educational & Clinical Standard Operating Procedures & Guidelines
- X. Appendices *(Some of which must be completed or signed and returned to the ATP faculty. These will be reviewed on at least an annual basis with all graduate ATS.)*

I intend to comply fully with the policies and procedures stated above and in the *Graduate Athletic Training Program Student Handbook* as prescribed by the Graduate ATP and Concord University. Failure to follow the above rules, regulations, and guidelines can result in disciplinary measures, and/or not completing the major in the desired time frame. I also understand my rights and responsibilities of a student in the Concord University Athletic Training graduate courses and/or clinical experiences.

\_\_\_\_\_  
Graduate Student Full Name (Printed)

\_\_\_\_\_  
Graduate Student Signature

20 - \_\_\_\_\_  
Academic Year

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Date

**Handbook Appendix G**  
**Concord University Graduate Athletic Training Education Program**  
***Student Conference Report***

Clinical Division: \_\_\_\_\_ University (please identify)  
\_\_\_\_\_ College (please identify)  
\_\_\_\_\_ High School (please identify)  
\_\_\_\_\_ Other Clinical Site (please identify)

Type of Report: \_\_\_\_\_ Verbal Warning  
\_\_\_\_\_ Written Warning  
\_\_\_\_\_ Probation  
\_\_\_\_\_ Suspension from Clinical Duties  
\_\_\_\_\_ Termination from Clinical Duties  
\_\_\_\_\_ Termination from Program

Conference with: \_\_\_\_\_

Date of Conference: \_\_\_\_\_

Date(s) of Incident(s):      1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_

Persons Present at Conference:

1. \_\_\_\_\_      3. \_\_\_\_\_

2. \_\_\_\_\_      4. \_\_\_\_\_

Reason for Conference:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reaction/Comment of Student:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Taken:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty or Staff Member: \_\_\_\_\_

Date: \_\_\_\_\_

Director, ATP: \_\_\_\_\_

Date: \_\_\_\_\_

**Handbook Appendix H**  
**Concord University Graduate Athletic Training Education Program**  
***Athletic Participation by an Athletic Training Student***  
*(Needed one time before clinical experiences)#*

Due to the rigors placed on graduate students who specifically participate in athletics at the collegiate level, this form is being required by the Concord University Graduate Athletic Training Program (ATP) for Graduate Athletic Training Students (ATS) who also participate in intercollegiate athletics program at Concord University. The purpose of this form is to:

1. Enable the Graduate ATS to obtain a diversity of clinical experiences in a variety of clinical settings with different patients/athletes, as well as with different preceptors as required by the accreditation body (CAATE) for the Graduate ATP. During required clinical rotations, Graduate ATS will also be fulfilling specific educational competencies and clinical proficiencies required of all students accepted into CAATE-accredited ATPs.
2. Inform student-athletes and their coaches regarding Graduate ATP policy that the majority of the graduate ATS clinical experiences must be completed during times of scheduled, directed patient care supervised by the students' assigned preceptor.
3. Insure graduate ATS are abiding by the Graduate ATP policy of participating in only one primary sport and are completing all the clinical education requirements (i.e., completing clinical proficiencies, obtaining required clinical hours as set by practicum course requirements, etc.), as stated in the current copy of the *Graduate ATP Student Handbook*.
4. To educate athletic coaches about the minimum clinical education requirements for graduate ATS in advance, so that neither the student nor the coach is put into a compromising position.

The policy of the Graduate ATP is that all students must be able to meet the minimally required clinical experience hours each semester, regardless of athletic participation. During the graduate ATS' traditional "in-season" they will not be asked to miss planned practices or events for clinical hours. It is the responsibility of the graduate ATS to communicate with the assigned preceptor to schedule all required hours during this period. During the traditional "off-season" all athletic training clinical experiences should take precedence for the graduate ATS above any athletic team practice/event. This document and the agreement it identifies is only in reference to first-year graduate ATS. Second-year graduate ATS may not participate as student-athletes because of the nature of the immersion clinical experiences. This policy as it relates to the 3+2 curricular design of the BSHS/MSAT should still enable the first-year graduate ATS to have a fourth year of athletic eligibility.

This is to certify that both my athletic coach and I understand and are in agreement with the policy stated above. I will be participating in \_\_\_\_\_ during the \_\_\_\_\_ academic year.

\_\_\_\_\_  
Graduate ATS/Student-Athlete Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Head Coach Signature

\_\_\_\_\_  
Date

*Please contact Laura Wamsley, EdD, ATC (Graduate ATP Clinical Education Coordinator) at 384-6264 or [lwamsley@concord.edu](mailto:lwamsley@concord.edu) if you have any questions about this policy,*

**Handbook Appendix I  
BBP Exposure Report Form  
Concord University Athletic Training Program**

Name: \_\_\_\_\_

Student ID or SSN: \_\_\_\_\_

Job Title: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date of Exposure: \_\_\_\_\_

Time of exposure: \_\_\_\_\_

Where did exposure incident occur (be specific):													
What task was being performed when the exposure occurred (describe the incident):													
What caused the exposure (it was the result of what condition or behavior):													
Who is the source individual (name and phone #):	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Staff</td> <td style="width: 25%;">Faculty</td> <td style="width: 25%;">Student</td> <td style="width: 25%;">Other</td> </tr> <tr> <td colspan="4">Name: _____</td> </tr> <tr> <td colspan="4">Phone #: _____</td> </tr> </table>	Staff	Faculty	Student	Other	Name: _____				Phone #: _____			
Staff	Faculty	Student	Other										
Name: _____													
Phone #: _____													
What part(s) of your body was exposed (circle):  Specific Location:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Intact skin</td> <td style="width: 50%;">Non-intact skin</td> </tr> <tr> <td>Eyes</td> <td>Nose      Mouth</td> </tr> <tr> <td colspan="2">Other: _____</td> </tr> </table>	Intact skin	Non-intact skin	Eyes	Nose      Mouth	Other: _____							
Intact skin	Non-intact skin												
Eyes	Nose      Mouth												
Other: _____													
What body fluids were you exposed to (circle):	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Blood</td> <td style="width: 33%;">Vomit</td> <td style="width: 33%;">Urine</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table>	Blood	Vomit	Urine	Other: _____								
Blood	Vomit	Urine											
Other: _____													
Did the body fluid (circle):	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Touch unprotected skin</td> </tr> <tr> <td>Soak through clothing</td> </tr> <tr> <td>Other: _____</td> </tr> </table>	Touch unprotected skin	Soak through clothing	Other: _____									
Touch unprotected skin													
Soak through clothing													
Other: _____													

How much body fluid came in contact (circle)?	< 1 teaspoon    Several teaspoons  Several tablespoons  More: _____
What personal protective equipment were you wearing:	
If no PPE was worn, explain clearly why it was not:	
Was a medical sharps device involved:        If yes, what failed to prevent injury:	No  Yes: List specific device(s): _____ _____ _____ _____ _____ _____
Have you received pre-exposure HBV vaccine	No  Yes: Date: ___/___/___
How could this exposure have been prevented:	
Student Signature and Date:	
Supervisor/Preceptor Signature and Date:	
ATP Clinical Education Coordinator Signature and Date:	
ATP Director Signature and Date:	

\*This form should be completed with 24 hours of exposure incident.



**Handbook Appendix J**  
**Concord University Graduate Athletic Training Program**  
**Clinical Education Guidelines**  
*(Needed annually before clinical experiences)#*



When the Graduate Athletic Training Student (ATS) is assigned to a preceptor, it is essential that all personnel understand the Graduate ATS is placed in the clinical education setting to learn under the direct supervision of the preceptor and not simply to provide a service to patients and support personnel or to act as a replacement, substitute, or addition to an employee of the clinical site. The responsibilities of the Graduate ATS and preceptor are provided here:

The graduate ATS should:

1. Place a priority on academic courses and remember clinical experiences are academic requirements.
2. Develop a clinical rotation schedule with the preceptor.
3. Consistently communicate with the assigned preceptor regarding clinical education experiences.
4. Come to clinical experiences consistently prepared to practice and/or be assessed by preceptors and peers to develop clinical proficiency.
5. Mentor and teach other students in the Graduate ATP or students enrolled in ATP prerequisite courses.
6. Apply critical thinking, communication, and problem solving skills to enhance overall athletic training knowledge and skills.
7. Obtain the majority of clinical experiences during scheduled patient care under direct supervision by a preceptor.
8. Be open to applied variations of learned techniques, skills, procedures, and or protocols.
9. Perform skills on patients only after being assessed in the classroom or instructed by the preceptor and when directly supervised by the preceptor.
10. Provide honest feedback of clinical experience through the Preceptor Evaluation form completed at the end of each rotation.

The preceptor should:

1. Accept the graduate ATS assigned to his/her facility without discrimination.
2. Assign the graduate ATS for no more than an average of 20 hours/week (300 total hours per semester)
3. Assign the graduate ATS a minimum of 10 hours/per week
4. Provide direct supervision of the Graduate ATS in the context of direct patient care, which is defined as direct visual and auditory interaction between the preceptor and the graduate ATS.
5. Allow the graduate ATS an opportunity to answer his/her own questions using critical thinking and problem solving skills.
6. Provide supervised opportunities for the graduate ATS to actively participate in patient care related to and appropriate for the practicum course and clinical experience level of the graduate ATS.
7. Allow the graduate ATS to perform clinical skills on patients once assessed in the classroom or instructed by the preceptor and when directly supervised by the preceptor.
8. Guide the graduate ATS in using communication skills and developing professional and ethical behaviors.
9. Assess the graduate ATS on competencies and proficiencies related to and appropriate for the practicum course and clinical experience level of the graduate ATS.
10. Provide multiple ongoing opportunities for feedback to assist the graduate ATS in developing proficiency in skills related to and appropriate for the practicum course and clinical experience level of the graduate ATS.
11. Have communication with the CEC when necessary.
12. Demonstrate understanding of and compliance with the policies and procedures of the Graduate ATP.

I, \_\_\_\_\_ understand the Clinical Education Guidelines as provided above.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_