



DARTON COLLEGE OF  
HEALTH PROFESSIONS

Master of Science in Athletic Training  
(MSAT)

Policies and Procedure  
Manual

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## 1. Athletic Training Program Overview

### A. Accreditation

Albany State University is currently seeking accreditation for their new Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on July 1, 2024. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.

### B. Albany State University Mission, Vision and Strategic Plan:

ASU Vision: Albany State University will be a world-class comprehensive university and a powerful catalyst for the economic growth and development of Southwest Georgia. ASU will be recognized for its innovative and creative delivery of excellent educational programs, broad-based community engagement and public service, and creative scholarship and applied research, all of which enrich the lives of the diverse constituencies served by the University.

ASU Mission: Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

ASU Strategic Plan: ASU looks to expand access to higher education that will promote student success for all levels of academics. In addition, the strategic plan looks to elevate historically underserved populations by recognizing and addressing challenges that face African Americans among other students of diversity in underrepresented careers such as athletic training. The institutions strive to increase access to these underserved careers and success rates within the departments and institution to include graduation and employment rates. Finally, ASU expects to promote economic development by engaging students to obtain degrees, certifications, and higher education opportunities in order to develop students into trained professionals to fill professional employment in the Albany area or surrounding Southwest regions of Georgia.

### C. Athletic Training Program Vision and Mission Statement:

Vision: The vision of the Master of Athletic Training Program at Albany State University is to become an advocate for the profession of athletic training by challenging its students to become highly affected allied healthcare professionals and leaders in the community and workforce who are dedicated to a lifetime of learning and professional engagement and advancement.

Mission: The mission of the Master of Athletic Training Program at Albany State University is an all-inclusive approach to preparing students for a successful career in athletic training providing students equal opportunity to develop their skills in both the classroom and clinical settings while promoting professional and ethical standards.

### D. Athletic Training Program Goals and Objectives:

Albany State University's Master of Athletic Training Program will:

**Goal 1: Provide educational experiences tailored to developing the cognitive, behavioral, and psychomotor skills necessary for successful athletic training practice.**

Objective 1.1: Demonstrate entry-level athletic training knowledge and skills consistent with the domains within the profession of athletic training including injury prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation, organization and administration, and professional development.

Objective 1.2: Integrate the educational competencies and clinical proficiencies into patient care that is necessary for success as an entry-level athletic trainer

**Goal 2 Support the development of evidence-based Athletic Training practice and application of evidence-based practice within the delivery of patient care in order to advance the profession through scholarship and leadership.**

Objective 2.1: Demonstrate proficiency in locating and critiquing peer-reviewed medical research.

Objective 2.2: Develop and answer focused clinical questions using principles of evidence-based practice.

**Goal 3: Instill critical thinking and interpersonal skills needed to provide culturally competent, intelligent, and comprehensive healthcare to a diverse patient population through collaborative interdisciplinary engagement.**

Objective 3.1: Display culturally sensitive and competent professional behavior toward individuals and groups of patients by recognizing the impact cultural competence has on the behavior of healthcare providers and how it affects patient outcomes.

Objective 3.2: Adhere to ethical and legal practice from the NATA Code of Ethics, BOC Standards of Practice, national, state, and institutional policies.

**Goal 4: Promote effective oral and written communication necessary for patient and caregiver education, inter-professional practice and medical record documentation with a variety of constituents including patients, caregivers, peers, supervisors, third-party payers, and other relevant healthcare professionals.**

Objective 4.1: Demonstrate effective oral and written communication with patients, caregivers and support personnel.

Objective 4.2: Demonstrate effective oral and written communication with preceptors, supervisors and other healthcare professionals

**Goal 5: Prepare students for the transition from individualized skill execution to encompassing autonomous practice through clinical education that provides a variety of patient exposures in differing settings.**

Objective 5.1: Demonstrate proficiency in the necessary integrated clinical education competencies.

Objective 5.2: Execute proficiencies in authentic patient interactions.

#### **E. Athletic Training Program Learning Outcomes:**

Albany State University Athletic Training Students will:

1. Master the required knowledge, critical thinking, and psychomotor skills needed to graduate with a Master in Athletic Training through completing a progression of sequential didactic curriculum.
2. Evaluate medical emergencies including assessing vital signs, level of consciousness, activating EMS, providing a secondary assessment, diagnosis, and properly managing the appropriate care within several dynamic clinical environments.
3. Analyze the impact of culture as an emergent leader in academic, professional, community-based, and healthcare settings recognizing the impact cultural competence/intelligence has on the behavior of healthcare providers and how it affects patient outcomes and satisfaction.
4. Develop a system of value based on the National Athletic Trainers (NATA) professional and ethical standards by analyzing their perspectives on equity and ethics to maintain and promote high integrity in their provisions of healthcare delivery.
5. Outline and define the legal and regulatory practice requirements included in the scope of practice for local, state, and national regulations
6. Demonstrate entry-level athletic training knowledge and skills consistent with the domains within the profession of athletic training including injury prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation, organization and administration, and professional development.



## F. People you should know

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## 2. National Athletic Trainers' Association (NATA) Code of Ethics

(Updated May 2022)

### Preamble

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

The National Athletic Trainers' Association respects and values diversity amongst its members and patients served. Our members work respectfully and effectively with diverse patient populations in varied healthcare environments. The NATA prohibits discrimination based on race, ethnicity, color, national origin, citizenship status, religion (creed), sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, military status, family/parental status, income and socioeconomic status, political beliefs, or reprisal or retaliation for prior civil rights activity, or other unlawful basis, in any program or activity conducted for funded by the NATA (VATA, 2020).

Important Professional Values (PV) shared by the NATA membership include: 1) Caring & Compassion, 2) Integrity, 3) Respect, 4) Competence, and 5) Accountability. These shared PV underpin the NATA Code of Ethics, motivate honorable interpersonal behaviors, and conduct in member's interactions with all persons.

### **PRINCIPLE 1. IN THE ROLE OF AN ATHLETIC TRAINER, MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS (Principle 1 is associated with the PV of Respect, Caring & Compassion, and Competence)**

1.1 Members shall act in a respectful and appropriate manner to all persons regardless of race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity and expression.

- 1.2 Member's duty to the patient is the first concern, and therefore members are obligated to place the well-being and long-term well-being of their patient above other stakeholders to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient as delineated by professional statements and best practices.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

**PRINCIPLE 2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS (Principle 2 is associated with the PV of Accountability)**

- 2.1 Members shall comply with applicable local, state, and federal laws and any state athletic training practice acts.
- 2.2 Members shall understand and uphold all NATA Standards and the Code of Ethics.
- 2.3 Members shall refrain from, and report illegal or unethical practices related to athletic training.
- 2.4 Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.
- 2.5 Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.
- 2.6 Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee of Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

**PRINCIPLE 3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES (Principle 3 is associated with the PV of Caring & Compassion, Accountability)**

- 3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.
- 3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.
- 3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.
- 3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

- 3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
- 3.6 Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

**PRINCIPLE 4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT’S HEALTH AND WELL-BEING** (Principle 4 is associated with the PV of Respect)

- 4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2 All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3 Members shall not place financial gain above the patient’s well-being and shall not participate in any arrangement that exploits the patient.
- 4.4 Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
- 4.5 Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

### **3. BOC Standards of Professional Practice**

(Version 3.4, Implemented January 1, 2022)

#### **I. Practice Standards**

##### **Preamble**

The primary purpose of the Practice Standards is to establish essential duties and obligations imposed by virtue of holding the ATC© credential. Compliance with the Practice Standards is mandatory.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

##### **Standard 1: Direction**

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.

##### **Standard 2: Prevention**

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long-term disability.

### **Standard 3: Immediate Care**

The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

### **Standard 4: Examination, Assessment and Diagnosis**

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition.

### **Standard 5: Therapeutic Intervention**

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

### **Standard 6: Program Discontinuation**

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

### **Standard 7: Organization and Administration**

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

## **II. Code of Professional Responsibility**

### **Preamble**

The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The *Professional Practice and Discipline Guidelines and Procedures* may be accessed via the BOC website, [www.bocatc.org](http://www.bocatc.org)

### **Code 1: Patient Responsibilities**

The Athletic Trainer, specialist or applicant:

- 1.1 Renders quality patient care regardless of the patient's age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law.
- 1.2 Protects the patient from harm and acts always in the patient's best interests and is an advocate for the patient's welfare, including taking appropriate action to protect patients from healthcare providers or athletic training students who are, impaired or engaged in illegal or unethical practice.
- 1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and that thoughtful and safe application of resources, treatments and therapies

- 1.4 Communicates effectively and truthfully with patients and other persons involved in the patient's program, while maintaining privacy and confidentiality of patient information in accordance with applicable law.
  - 1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values.
- 1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain
- 1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient
- 1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan
  - 1.7.1.1 Does not make unsupported claims about the safety or efficacy of treatment
- 1.8 Does not practice athletic training, or otherwise render patient care, while under the influence of alcohol, drugs, or any other substance that may or is likely to impair the Athletic Trainer's ability to render quality, skilled care to the patient.

### **Code 2: Competency**

The Athletic Trainer, specialist or applicant:

- 2.1 Engages in lifelong, professional and continuing educational activities to promote continued competence.
- 2.2 Complies with the most current BOC recertification policies and requirements.

### **Code 3: Professional Responsibility**

The Athletic Trainer, specialist or applicant:

- 3.1. Practices in accordance with the most current BOC Practice Standards
- 3.2. Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training including without limitation, applicable state licensing and ethical requirements.
- 3.3. Practices in collaboration and cooperation with others involved in a patient's care when warranted; respecting the expertise and medico-legal responsibility of all parties.
- 3.4. Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
- 3.5. Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training
  - 3.5.1. Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.6. Does not guarantee the results of any athletic training service
- 3.7. Complies with all BOC exam eligibility requirements
- 3.8. Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful

- 3.9. Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificate or applicant files, documents of other materials without proper authorization
- 3.10. Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event
- 3.11. Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by themselves and/or by another Athletic Trainer that is related to the practice of athletic training and/or that may impact the Athletic Trainer's ability to practice athletic training in accordance with "BOC Standards of Professional Practice."
- 3.12. Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training.
- 3.13. Complies with all applicable local, state and/or federal rules, requirements, regulations and/or laws related to mandatory reporting when identified as a "mandatory reporter" or "responsible employee."
- 3.14. Cooperates with BOC investigations into alleged illegal and/or unethical activities and any alleged violation(s) of a "BOC Standard of Professional Practice." Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information and/or documentation.
- 3.15. Complies with all confidentiality and disclosure requirements of the BOC and existing law
- 3.16. Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization.
- 3.17. Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the *BOC Professional Practice and Discipline Guidelines and Procedures*.
- 3.18. Fulfills financial obligations for all BOC billable goods and services provided.

#### **Code 4: Research**

The Athletic Trainer, specialist or applicant who engages in research:

- 4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions
- 4.2 Protects the human rights and well-being of research participants
- 4.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or healthcare delivery

**Code 5: Social Responsibility**

The Athletic Trainer, specialist or applicant:

- 5.1 Strives to serve the profession and the community in a manner that benefits society at large.
- 5.2 Advocates for appropriate health care to address societal health needs and goals.

**Code 6: Business Practices**

The Athletic Trainer, specialist or applicant:

- 6.1 Does not participate in deceptive or fraudulent business practices
- 6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered.
  - 6.2.1 Provides documentation to support recorded charges.
  - 6.2.2 Ensures all fees are commensurate with services rendered.
- 6.3 Maintains adequate and customary professional liability insurance.
- 6.4 Acknowledges and mitigates conflicts of interest.

## **4. Athletic Training Program Policies**

**Standards of Conduct**

Albany State University has an obligation to clarify those standards of behavior that it considers essential to its educational mission and its community life. The University shall protect its educational purpose, provide for orderly conduct of these activities, and safeguard the interest of the University community. As a result, the University has established standards and procedures. These disciplinary procedures used by the University are considered part of its educational process and reflect the philosophy of peer education and evaluation. Hearings and appeals conducted as part of the process provide due process; are not courts of law and are not subject to many of the rules of civil or criminal hearings. Because some of the violations of these standards are also violations of law, students may be accountable to both civil authorities and to the University for their actions. Disciplinary actions at the University will normally proceed notwithstanding any civil or criminal proceeding. The responsibility to know and abide by the Student Code of Conduct ultimately lies with the student. The Student Code of Conduct supersedes all other means of disciplining or removing students for behaviors prohibited by the University. Please refer to the “Student Conduct Authority” in the Student Judicial System: Student Code of Conduct, published by the Division of Student Affairs & Success and the Office of Student Conduct and Academic Integrity.

Professional Behavior: Students will exhibit appropriate professional behaviors in class, labs, and clinical settings. Appropriate professional behavior is defined as “behavior that demonstrates respect for others, personal integrity, and responsibility.” A student may be denied permission to continue in the program if, in the opinion of the faculty, the student’s knowledge, character, and mental or physical capacity cast doubt upon the student’s potential to function as a professional athletic trainer. Gross misconduct is grounds for dismissal from the athletic training program.

Behaviors that endanger patient safety, patient confidentiality, or behaviors in direct opposition to the clinical instructor's direction may result in immediate dismissal from the program. The student may not be eligible for readmission.

Definition of Unprofessional Conduct: Athletic Training student behaviors (acts, knowledge, and practices) failing to meet the minimal standards of acceptable and prevailing athletic training practice, which could jeopardize the health, safety, and welfare of the public, shall constitute unprofessional conduct. These behaviors shall include, but not be limited to, the following:

1. using inappropriate or unsafe judgment, technical skill or interpersonal behaviors in providing care;
2. performing any medical technique or procedure for which the athletic training student is unprepared by education or experience;
3. disregarding a patient/client's dignity, right to privacy or right to confidentiality;
4. failing to provide medical care because of diagnosis, age, sex, race, creed or color;
5. abusing a patient/client verbally, physically, emotionally, or sexually;
6. falsifying, omitting or destroying documentation of medical actions on the official
7. patient/client record;
8. abandoning or knowingly neglecting patients/clients requiring athletic training care;
9. delegating athletic training care, functions, tasks or responsibility to others when the athletic training student knows or should know that such delegation is to the detriment of patient safety;
10. providing one's license/temporary permit to another individual for any reason (if applicable);
11. failing to practice athletic training in accordance with prevailing athletic training standards due to physical or psychological impairment;
12. diverting prescription drugs for own or another person's use;
13. misappropriating money or property from a patient/client or employee;
14. failing to notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety

<https://www.asurams.edu/student-affairs-success/student-conduct/forms/#1508439977880-2377fd53-c928>.

## **Sexual Misconduct**

### **Introduction**

In accordance with federal and state law including, Title IX of the Education Amendments of 1972 ("Title IX") and Title VII of the Civil Rights Act of 1964 (Title VII), Albany State University (ASU) prohibits discrimination on the basis of sex in any of its education programs or activities or in employment. ASU is committed to ensuring the highest ethical conduct of the members of its community by promoting a safe learning and working environment. To that end, this Policy prohibits Sexual Misconduct, a form of sex discrimination, as defined herein.

Purpose ASU is committed to reducing incidents of Sexual Misconduct, providing prevention tools, conducting ongoing awareness and prevention programming, and training the campus community in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act") and the Violence Against Women Act ("VAWA").



Prevention programming and training will promote positive and healthy behaviors and educate the campus community on consent, sexual assault, sexual harassment, alcohol and drug use, dating violence, domestic violence, stalking, bystander intervention, and reporting. When Sexual Misconduct does occur, all members of the ASU community are strongly encouraged to report it promptly through the procedures outlined in this Policy. The purpose of this Policy is to ensure uniformity throughout ASU in reporting and addressing sexual misconduct. This Policy applies to all members of the ASU community. This Policy is not intended to infringe or restrict rights guaranteed by the United States Constitution including free speech under the First Amendment, or the due process clauses of Fifth and Fourteenth Amendments.

### Reporting Structure

The Title IX Coordinator (“Coordinator”) at ASU will shall have a direct reporting relationship to both the institution’s President or the President’s designee and University of Georgia’s (USG) System Director for Equity and Investigations (“System Director”). The President of each (USG) institution shall determine the organizational and operating reporting relationships for the Coordinators at the institution and exercise oversight of institutional issues relating to Sexual Misconduct. However, the System Director shall have authority to direct the Coordinators’ work at each institution as needed to address system-wide issues or directives. The President of each institution shall consult with the System Director on significant personnel actions involving Coordinators, to include but not be limited to, appointment, evaluation, discipline, change in reporting structure, and termination.

### Definitions

1. Community: Students, faculty, and staff, as well as contractors, vendors, visitors and guests. Complainant: An individual who is alleged to have experienced conduct that violates this Policy.
2. Consent: Words or actions that show a knowing and voluntary willingness to engage in mutually agreed-upon sexual activity. Consent cannot be gained by force, intimidation or coercion; by ignoring or acting in spite of objections of another; or by taking advantage of the incapacitation of another where the respondent knows or reasonably should have known of such incapacitation. Minors under the age of 16 cannot legally consent under Georgia law. Consent is also absent when the activity in question exceeds the scope of consent previously given. Past consent does not imply present or future consent. Silence or an absence of resistance does not imply consent. Consent can be withdrawn at any time by a party by using clear words or actions.
4. Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such relationship shall be determined based on the totality of the circumstances including, without limitation to: (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of Domestic Violence.
5. Domestic Violence: Violence committed by a current or former spouse or intimate partner of the alleged victim; by a person with whom the alleged victim shares a child

- in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner, or by a person similarly situated to a spouse of the alleged victim.
6. Incapacitation: The physical and/or mental inability to make informed, rational judgments. It can result from mental disability, sleep or any state of unconsciousness, involuntary physical restraint, status as a minor under the age of 16, or from intentional or unintentional taking of alcohol and/or other drugs. Whether someone is incapacitated is to be judged from the perspective of an objectively reasonable person.
  7. Nonconsensual Sexual Contact: Any physical contact with another person of a sexual nature without the person's consent. It includes but is not limited to the touching of a person's intimate parts (for example, genitalia, groin, breasts, or buttocks); touching a person with one's own intimate parts; or forcing a person to touch his or her own or another person's intimate parts. This provision also includes "Fondling" as defined by the Clergy Act.
  8. Nonconsensual Sexual Penetration: Any penetration of the vagina, anus, or mouth by a penis, object, tongue, finger, or other body part; or contact between the mouth of one person and the genitals or anus of another person. This provision also includes "Rape, Incest, and Statutory Rape" as defined by the Clergy Act.
  9. Confidential Employees: Institution employees who have been designated by the institution to talk with a Complainant or Respondent in confidence. Confidential Employees must only report that the incident occurred and provide date, time, location, and name of the Respondent (if known) without revealing any information that would personally identify the alleged victim. This minimal reporting must be submitted in compliance with Title IX and the Clergy Act. Confidential Employees may be required to fully disclose details of an incident in order to ensure campus safety.
  10. Privileged Employees: Individuals employed by the institution to whom a complainant or alleged victim may talk in confidence, as provided by law. Disclosure to these employees will not automatically trigger an investigation against the complainant's or alleged victim's wishes. Privileged Employees include those providing counseling, advocacy, health, mental health, or sexual-assault related services (e.g., sexual assault resource centers, campus health centers, pastoral counselors, and campus mental health centers) or as otherwise provided by applicable law. Exceptions to confidentiality exist where the conduct involves suspected abuse of a minor (in Georgia, under the age of 18) or otherwise provided by law, such as imminent threat of serious harm.
  11. Reasonable Person: An individual who is objectively reasonable under similar circumstances and with similar identities to the person being evaluated by the institution.
  12. Reporter: An individual who reports an allegation of conduct that may violate this Policy but who is not a party to the complaint.
  13. Respondent: An individual who is alleged to have engaged in conduct that violates this Policy.
  14. Responsible Employees: Those employees who must promptly and fully report complaints of or information regarding sexual misconduct to the Coordinator. Responsible Employees include any administrator, supervisor, faculty member, or other person in a position of authority who is not a Confidential Employee or Privileged Employee. Student employees who serve in a supervisory, advisory, or managerial role

- are in a position of authority for purposes of this Policy (e.g., teaching assistants, residential assistants, student managers, orientation leaders).
15. **Sexual Exploitation:** Taking non-consensual or abusive sexual advantage of another for one's own advantage or benefit, or for the benefit or advantage of anyone other than the one being exploited. Examples of sexual exploitation may include, but are not limited to, the following:
    1. Invasion of sexual privacy;
    2. Prostituting another individual;
    3. Non-consensual photos, video, or audio of sexual activity;
    4. Non-consensual distribution of photo, video, or audio of sexual activity, even if the sexual activity or capturing of the activity was consensual;
    5. Intentional observation of nonconsenting individuals who are partially undressed, naked, or engaged in sexual acts;
    6. Knowingly transmitting an STD or HIV to another individual through sexual activity;
    7. Intentionally and inappropriately exposing one's breasts, buttocks, groin, or genitals in non-consensual circumstances; and/or
    8. Sexually-based bullying.
  16. **Sexual Harassment (Student on Student):** Unwelcome verbal, nonverbal, or physical conduct based on sex (including gender stereotypes), determined by a Reasonable Person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to participate in or to benefit from an institutional education program or activity in violation of Title IX.
  17. **Sexual Harassment (Other than Student on Student):** Unwelcome verbal, nonverbal, or physical conduct, based on sex (including gender stereotypes), that may be any of the following:
    1. Implicitly or explicitly a term or condition of employment or status in a course, program, or activity;
    2. A basis for employment or educational decisions; or
    3. Is sufficiently severe, persistent, or pervasive to interfere with one's work or educational performance creating an intimidating, hostile, or offensive work or learning environment, or interfering with or limiting one's ability to participate in or to benefit from an institutional program or activity. ASU also prohibits unwelcome conduct determined by a Reasonable Person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an ASU education program or activity in violation of Title IX.
  18. **Sexual Misconduct:** Includes, but is not limited to, such unwanted behavior as dating violence, domestic violence, nonconsensual sexual contact, nonconsensual sexual penetration, sexual exploitation, sexual harassment and stalking.
  19. **Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. For the purposes of this definition:
    1. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with person's property.

2. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily, require medical or other professional treatment or counseling.

### Reporting Sexual Misconduct

ASU encourages the reporting of all Sexual Misconduct as soon as possible. While there is no statute of limitations on an institution's ability to respond to a report, the ability to respond diminishes with time as information and evidence may be more difficult to secure.

### Institutional Reports

An institutional report occurs when the institution has notice of a complaint. That notice occurs in two instances:

1. When a Responsible Employee receives a complaint; or
2. When the Title IX Coordinator or their designee receives a complaint.

Any individual may make a report, but the institution does not have notice of the report until information is known to a Responsible Employee or the Coordinator. The report may be made directly to the Coordinator in multiple formats to include: writing, email, phone, letter, fax, interview, or other method that provides the basis of the complaint of sexual misconduct. There is no specific information required to constitute a report; however, the report should contain as much information as can be provided. Reporting options should be included on the Title IX website.

Complainants, or anyone with knowledge of Sexual Misconduct, may file a report with a Responsible Employee or the Coordinator. That Responsible Employee must provide a complete reporting of all information known to them to the Coordinator. Responsible Employees informed about Sexual Misconduct allegations should not attempt to resolve the situation, but must notify and report all relevant information to the Coordinator as soon as practicable

Upon receipt of an institutional report, the Coordinator will contact the Complainant. That contact will discuss the availability of supportive measures, the invitation to discuss their wishes with respect to implementation of supportive measures, and explain the process of filing a complaint. An institutional report does not automatically prompt an investigation.

The Coordinator's identity and contact information shall be published by each institution prominently on the institution's website, as well as in any relevant publication. Each institution may choose to have Deputy Title IX Coordinators to whom reports may be made, as well.

The Coordinator shall notify the System Director of any allegation(s) of Sexual Misconduct that could, standing alone as reported, lead to the suspension or expulsion of the Respondent(s). The System Director will work with the institution to determine whether any support services or interim measure(s) are necessary and to assign an investigator who will work under the direction of the System Director or designee, if directed by System Director. If an allegation is not initially identified as one that would lead to the suspension or expulsion of the Respondent(s), but facts arise during the course of the investigation that could lead to the Respondent's suspension or expulsion, the Title IX Coordinator shall notify the System Director or designee. The System Director shall have the discretion oversee the handling of the complaint.

### Confidential Reports

Confidential Employees or Privileged Employees may receive reports of Sexual - based Misconduct without the requirement to report that information to the Coordinator, except as dictated by law or professional standards. Upon request by the Complainant, Confidential Employees and Privilege Employees may make a report to the Coordinator within the degree of specificity dictated by the Complainant. Nothing in this provision shall prevent an institution staff member who is otherwise obligated by law (i.e., the Clery Act) to report information or statistical data as required.

### Law Enforcement Reports

Because Sexual Misconduct may constitute criminal activity, a Complainant also has the option, should the Complainant so choose, of filing a report with campus or local police, for the Complainant's own protection and that of the surrounding community. The institution may assist the Complainant in reporting the situation to law enforcement officials. Filing a criminal report does not automatically constitute an institutional report.

### Anonymous Reports

Each institution shall provide a mechanism by which individuals can report incidents of alleged Sexual Misconduct anonymously. Individuals should understand, however, that it will be more difficult for the institution to respond and to take action upon anonymous reports.

### Complaint Consolidation

Each institution may consolidate complaints as to allegations of Sexual Misconduct against more than one Respondent, by more than one Complainant against one or more Respondents, or cross-complaints between parties, where the allegations of sexual misconduct arise out of the same facts or circumstances. Parties shall have the opportunity to request or object to the consolidation; however, the institution shall have the authority to make the final determination. For the purpose of this Policy consolidation may occur during the investigation and/or the adjudication phases of the sexual misconduct process.

### Complaint Dismissal

Each institution is permitted, but not required, to dismiss complaints on the following grounds:

1. The alleged conduct, even if proved, would not constitute sexual misconduct;
2. The Complainant notifies the Coordinator in writing that they would like to withdraw the complaint;
3. The Respondent is no longer enrolled or employed by the institution; or
4. There are circumstances that prevent the institution from gathering evidence sufficient to reach a determination regarding the complaint. The parties shall receive simultaneous written notice of the dismissal and the reason(s) for the dismissal. The parties shall have a right to appeal the institution's decision to dismiss the complaint.

### Retaliation

Anyone who has made a report or complaint, provided information, assisted, participated or refused to participate in any manner in the Sexual Misconduct Process, shall not be subjected to retaliation. Anyone who believes that of they have subjected to retaliation should immediately

contact the Coordinator or their designee. Any person found to have engaged in retaliation in violation of this Policy shall be subject to disciplinary action.

### False Complaints

Individuals are prohibited from knowingly making false statements or knowingly submitting false information to a system or institution official. Any person found to have knowingly submitted false complaints, accusations, or statements, including during a hearing, in violation of this Policy shall be subject to appropriate disciplinary action (up to and including suspension or expulsion) and adjudicated under the appropriate institutional process.

### Amnesty

Individuals should be encouraged to come forward and to report Sexual Misconduct notwithstanding their choice to consume alcohol or to use drugs. Information reported by a student during an investigation concerning the consumption of drugs or alcohol will not be used against the particular student in a disciplinary proceeding or voluntarily reported to law enforcement; however, students may be provided with resources on drug and alcohol counseling and/or education, as appropriate. Nevertheless, these students may be required to meet with staff members in regards to the incident and may be required to participate in appropriate educational program(s). The required participation in an educational program under this amnesty procedure will not be considered a sanction.

Nothing in this amnesty provision shall prevent an institution staff member who is otherwise obligated by law (the Clery Act) to report information or statistical data as required.

### Responding to Reports of Sexual Misconduct

#### *Support Services*

Once the Title IX Coordinator has received information regarding an allegation of Sexual Misconduct the parties will be provided written information about support services. Support services are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without charge that are made available to the Complainant and Respondent before or after the filing of a complaint or where no complaint has been filed. Support services include counseling, advocacy, housing assistance, academic support, disability services, health and mental services, and other services, available at the student's institution. Available support services should also be listed on the institution's Title IX website.

#### *Interim Measures*

Interim measures may be implemented at any point after the institution becomes aware of an allegation of sexual misconduct and should be designed to protect any student or other individual in the ASU community. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the campus community, or deter Sexual Misconduct and retaliation. Interim measures must be provided consistent with the provisions in applicable Board and institutional policies and procedures.

### *Jurisdiction*

Emergency removal should only occur where necessary to maintain safety and should be limited to those situations where the Respondent poses a serious and immediate danger or threat to persons or property. In making such an assessment, the institution should consider the existence of a significant risk to the health or safety of the Complainant or the campus community; the nature, duration, and severity of the risk; the probability of potential injury; and whether less restrictive means can be used to significantly mitigate the risk.

### *Jurisdiction*

Each ASU institution shall take necessary and appropriate action to protect the safety and well-being of its community. Sexual misconduct allegedly committed is addressed by this Policy when the misconduct occurs on institution property, or at institution-sponsored or affiliated events, or off-campus, as defined by other Board or institution student conduct policies.

### *Advisors*

Both the Complainant and the Respondent, as parties to the matter, shall have the opportunity to use an advisor (who may or may not be an attorney) of the party's choosing at the party's own expense. The advisor may accompany the party to all meetings and may provide advice and counsel to their respective party throughout the Sexual Misconduct process, including providing questions, suggestions and guidance to the party, but may not actively participate in the process except as outlined in BOR 6.7.4 (D). All communication during the Sexual Misconduct process will be between the institution and the party and not the advisor. With the party's permission, the advisor may be copied on all communications.

### *Informal Resolutions*

Allegations of Sexual Misconduct may be resolved informally. The Complainant, the Respondent, and the institution must agree to engage in the informal resolution process and to the terms of the informal resolution. The Complainant(s) and the Respondent(s) have the option to end informal resolution discussions and request a formal process at any time before the terms of an informal resolution are reached. However, matters resolved informally shall not be appealable.

### *Timeframe*

Efforts will be made to complete the investigation and resolution within 120 business days. Temporary delays and limited extensions may be granted by the institutions for good cause throughout the investigation and resolution process. The parties will be informed in writing of any extension or delay and the applicable reason. The institution shall keep the parties informed of the status of the investigation.

### *Responding to Reports of Sexual Harassment Pursuant to Title IX*

The implementing Title IX regulations require special handling of complaints of sexual harassment, as defined in the regulations and listed below. The following section outlines the required specialized handling of these matters that may differ from an institution's handling of Sexual Misconduct, as defined in this Policy. Unless expressly mentioned in this section, other provisions of this Policy shall apply to all alleged Sexual Misconduct. Other Title IX sex-discrimination allegations are handled pursuant to other applicable Board and/or institutional policies.

#### (A) Definition of Sexual Harassment

Under Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee conditioning the provision of an aid, benefit, or service of the institution on an individual's participation in unwelcome sexual conduct
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or
- (3) "Sexual assault" as defined by the Clery Act and "dating violence," "domestic violence," and "stalking" as defined by the VAWA Amendments.

#### (B) Jurisdiction

Alleged misconduct is addressed by Title IX when the misconduct occurs against a person in the United States on institution property, or at institution-sponsored or affiliated events where the institution exercises substantial control over both the Respondent and the context, or in buildings owned or controlled by a student organization that is officially recognized by the institution.

#### (C) Formal Complaints

A Formal Complaint is a written document filed by the Complainant or signed by the Coordinator alleging sexual harassment, as defined by Title IX and its implementing regulations, against a Respondent and requesting that the institution open an investigation. In order to file a Formal Complaint, the Complainant must be participating in or attempting to participate in the education program or activity of the institution occurring within the United States at the time of the filing.

#### (D) Informal Resolution

Formal Complaints may be resolved informally, except in the instance of an allegation by a student against an institution employee. The following must be met in order to proceed with the informal resolution process:

1. The parties have received written notice of the allegations
2. The parties have received written explanation of the informal process to include, but not limited to:
  - a. Written agreement of the parties to initiate the informal resolution process;
  - b. Written notice that the parties may withdraw from the process at any time prior to the agreement of the terms of the resolution;
  - c. Written notice that the final resolution precludes any further institutional actions on the allegations
3. The institution has agreed to engage in the informal resolution process.

(E) Advisors Both the Complainant and the Respondent, as parties to the matter, shall have the opportunity to use an advisor (who may or may not be an attorney) of the party's choosing. The advisor may accompany the party to all meetings and may provide advice and counsel to their respective party throughout the Sexual Misconduct process but may not actively participate in the process except to conduct cross-examination at the hearing. If a party chooses not to use an advisor during the investigation, the institution will provide an advisor for the purpose of conducting



cross-examination on behalf of the relevant party. All communication during the Sexual Misconduct process will be between the institution and the party and not the advisor. The institution will copy the party's advisor prior to the finalization of the investigation report when the institution provides the parties the right to inspect and review directly related information gathered during the investigation. With the party's permission, the advisor may be copied on all communications.

#### Investigations

All Sexual Misconduct investigations involving a student Respondent, shall follow the investigation process set forth in Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings. All Sexual Misconduct investigations involving an employee Respondent, shall be addressed utilizing Board and institutional employment policies and procedures.

#### Hearings, Possible Sanctions and Appeals

All Sexual Misconduct hearings, sanctions, and appeals involving a student Respondent, shall follow the hearing and resolution process set forth in this Policy and Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings. All Sexual Misconduct adjudication involving an employee Respondent, shall be addressed utilizing Board and institutional employment policies and procedures.

<https://www.asurams.edu/docs/legal-affairs/policies/ASU%20Sexual%20Misconduct%20Policy%20rev%208.13.20.pdf>

## 5. The Athletic Training Student

### A. Athletic Training Student Professional Behaviors

The Athletic Training Program strives to develop professional behaviors in each athletic training student. This list shows many of the characteristics (but not all) and behaviors necessary for success as an athletic training student and entry-level athletic trainer. Many of these behaviors will be evaluated by a preceptor at the end of each clinical experience as part of our evaluation process. The professional behaviors expected of athletic training students are as follows:

1. Demonstrates a positive professional attitude
2. Demonstrates punctuality and promptness
3. Dresses professionally and maintains a professional personal appearance
4. Demonstrates reliability and dependability
5. Demonstrates organizational skills and manages time efficiently
6. Demonstrates the ability to adapt well to changes
7. Demonstrates emotional maturity
8. Maintains professional rapport/relationship with others
9. Communicates regularly and effectively with preceptor
10. Reflects upon constructive feedback and modifies behavior as needed
11. Demonstrates self-initiative
12. Seeks preceptor assistance in proficiency development in a timely fashion
13. Expresses thoughts effectively and concisely in verbal and written form
14. Uses appropriate medical terminology
15. Demonstrates the ability to understand and follow direction
16. Maintains patient confidentiality
17. Demonstrates ability to work as a team in diverse settings
18. Demonstrates the core values of the profession and institution including; honesty, integrity, compassion, service, teamwork, and empathy
19. Understand the ethical and legal parameters within the scope of practice for athletic trainers
20. Demonstrates ability to formulate appropriate questions and seeks out potential answers
21. Demonstrates confidence in abilities
22. Demonstrates overall motivation to learn

Adapted from Florida International University's Athletic Training Program Policy and Procedure Manual (2015). Retrieved from <http://cnhs.fiu.edu/at/assets/ASSET%20DOCs/ms-at-p-p-manual.pdf>  
 Henry, T.J., Schneider, R.C., & Stier, W.F. (2009). Desirable qualities, attributes, and characteristics of successful athletic trainers – A national study. *The Sport Journal*, 12(2).

### B. Athletic Training Student Responsibilities

Each clinical education site will have its own policies & procedures for you to follow, in addition to assigning daily tasks that need to be completed. It is the student's responsibility to know their required tasks and perform them without the prompting of the preceptor. Preceptors communicate with the Coordinator of Clinical Education on a regular basis and will report if these duties are not being completed successfully. This

will result in a disciplinary warning for a first offense and subsequent disciplinary actions for further offenses.

1. Communication
  - a. Communicate regularly with your preceptor.
2. Maintain confidentiality of patients and medical conditions.
3. Policies and Procedures
  - a. Follow all rules set by your clinical education site.
  - b. Adhere to policies and procedures outlined in the athletic training student handbook.

#### 4. Attendance

Attendance in online classes is verified in terms of participation, time spent in a particular unit or other part of online courseware, time spent in chats and online discussion, quality and quantity of chat and online discussion content, quality and quantity of e-mail, quality and quantity of course work, test participation, and other considerations. Distance learning courses at Albany State University are instructor-led classes, not independent study or correspondence courses. Students are expected to engage actively in the course content, participate in student-teacher and student-student communications, and complete assignments and tests according to the requirements and schedule of the course instructor.

The GeorgiaVIEW course homepage will host a number of facilitated activities for the students, including the syllabus, required activities and assignments, course calendar, and a gradebook to track individual progress. Students are expected to visit both the course homepage a minimum of two (2) times per week to check for emails and announcements, download appropriate course material, and post required assignments. Your timely responses to the weekly assignments and discussions will be used to validate your attendance. Failure to respond on-time weekly will be considered a missed class.

Failure to participate, communicate, or meet course requirements within the time frame required by the instructor may reduce the grade for the course or initiate faculty-withdrawal procedures as noted below. Divisions or departments may have class attendance policies of a more specific nature within this general policy statement. Each instructor shall provide detailed policies and procedures in writing to each student at the beginning of the course.

1. During the two-week period immediately following the first day of class, each faculty member notifies the Office of the Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
2. Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate

actively in a class, and the student will receive a grade of “W” on their academic record.

3. After midterm or “last day to drop without academic penalty,” faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of “WF” on their academic record.
4. The Office of the Registrar notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of “F” for the course.
  - a. Arrive promptly to your clinical site at the time assigned and stay at your clinical site until excused by your preceptor.
  - b. Attend all practices and games unless excused by the clinical education coordinator and/or the preceptor.
  - c. If you are unable to make it to clinicals, contact both your Coordinator of Clinical Education and your preceptor.
  - d. Follow the athletic training student dress code during all practices and contests.
  - e. Practice clinical proficiencies during downtime in the athletic training room.

5. Class Excuse:

Albany State University (ASU) expects students to attend all classes. The student undertakes full accountability for work missed due to an absence. Make-up work may be permitted at the discretion of the Instructor. While absences are discouraged, ASU recognizes that, on occasion, students may have valid reasons for being absent. Students have the responsibility to discuss with instructors regarding all absences or anticipated absences. If sudden departure from the University (for an emergency or extraordinary reason) prevents a student from communicating with each of his or her instructors, the student is expected to notify the Division of Student Affairs within two (2) business days of the last date of attending class by completing the Class Absence Notification Form, unless there are extenuating circumstances.

Note: No class excuse will extend beyond five (5) business days per semester.

In the event that any information contained within this policy conflicts with any Board of Regents (BOR) policy, the BOR policy controls.

**Student Absence Due to Medical Reasons** – Expectations, Rights, and Responsibilities  
 a student may be absent from class on occasion due to medical reasons. The following statement intends to describe the expectations, rights, and responsibilities of all involved including students, Division of Student Affairs, and Instructors. The information is intended to give students better direction as to how they should proceed to notify Instructors when they are ill and need to be absent from class and what kind of documentation they should provide and to whom. The information is also intended to

provide some guidance to students when they seek the supporting documentation from their health care provider in terms of what kinds of documentation is needed and how it will be handled once provided. The information is intended to provide Instructors information that will be more useful to them in determining the student's options for making up the work or understanding the implications on their grade in the class.

1) Students: Expectations, Rights, and Responsibilities

a. Students who need to miss class due to medical reasons should be aware of the following:

i. If ill, and possibly contagious, students are expected to take appropriate action including not coming to class and seeking medical treatment.

ii. Students have the right to expect that their privacy will be protected under FERPA but they must follow proper procedures in order to ensure that health care information is kept private.

iii. Students are responsible for seeking medical attention and for obtaining official supporting documentation from the medical provider that would include the following minimal information:

1. Name of medical facility where treatment occurred. The medical documentation must be on official letterhead or hospital stay;
2. Date(s) of the visit or hospital stay;
3. Expected duration of recovery;
4. Sufficient information from the medical facility indicating whether the class absence is recommended or required;
5. Students are responsible for providing the documentation to the Division of Student Affairs where it will be treated and handled confidentially with necessary information being submitted to the student's instructors for that term. Requests must be submitted in writing using the Class Excuse Request Form. It is expected that students will provide sufficient information to the Division of Student Affairs to consider the request

2) Division of Student Affairs: Expectations, Rights, and Responsibilities

a. The Division of Student Affairs keeps electronic record of all class excuse requests received. These records are kept in a secure database which allows for requests to be pulled into a spreadsheet and then reviewed individually as needed. All information provided will be treated in a confidential manner. The medical documentation received must encompass sufficient information to ensure that the dates of illness or treatment for the illness occurred.

b. The Division of Student Affairs will share sufficient information with appropriate instructors as to help determine whether the illness was of sufficient concern that missing class was recommended or required.

c. The Division of Student Affairs will answer questions that Instructor may have if they are unclear about what to do with the information.

3) Instructors: Expectations, Rights, and Responsibilities

a. In regard to supporting students who need to miss class due to medical reasons, instructors are expected to remain aware of the following:

- i. It is the responsibility of the Instructors to respect the student's right to confidentiality and understand that medical documentation will be handled by the Division of Student Affairs in an appropriate manner.
- ii. It is expected that Instructors will not ask the student directly for medical documentation. If it is provided without being requested, the Instructors should return it to the student or destroy it.
- iii. Instructors are expected to:
  - 1. Work with the student to make up the missed assignments, when possible.
  - 2. Work with the student to find alternatives, if possible, if the assignments missed cannot be made up.
  - 3. Do so within a reasonable timeframe.

### **Student Absence Due to Personal Emergencies-Expectations, Rights, and Responsibilities**

A student may miss class on occasion due to personal emergencies (e.g., death of an immediate family member, family crisis, etc.).

- 1) Students: Expectations, Rights, and Responsibilities
  - a. Students who need to miss class due to personal emergencies should remain aware of the following:
    - i. Supporting documentation is required by the Division of Student Affairs. This could take the form of an obituary or other type of third-party document that would include a date and possibly some type of explanation for the absence.
    - ii. The length of the absence needs to be clear as part of the documentation.
    - iii. Students have the right to expect that their privacy will be protected under FERPA
- 2) Division of Student Affairs: Expectations, Rights, and Responsibilities
  - a. In regard to supporting students who need to miss class due to personal emergencies the Division of Student Affairs will remain aware of the following
    - i. The Division of Student Affairs will serve as the collection point for documentation and treat it in a confidential manner
    - ii. The Division of Student Affairs will share sufficient information from the documentation with appropriate instructors to ensure that the dates of the incident or event are clear and that it was a severe enough life interruption to cause absence from class.
    - iii. The Division of Student Affairs will answer questions that Instructor may have if they are unclear about what to do with the information
- 3) Instructors: Expectations, Rights, and Responsibilities
  - a. In regard to supporting students who need to miss class due to personal emergencies. Instructors are expected to remain aware of the following:
    - i. It is the responsibility of the instructors to respect the student's right to confidentiality and understand that the documentation will be handled by the Division of Student Affairs in an appropriate manner.

ii. It is expected that instructors will not ask the student directly for documentation. If it is provided without being requested, the instructors should return it to the student or destroy it. Depending upon the kind of documentation it is, there could be other information in it that could compromise the privacy of others, including other family members.

iii. Instructors are expected to:

1. Work with the student to make up the missed assignments, when possible.
2. Work with the student to find alternatives, if possible, if the assignments missed cannot be made up.
3. Do so within a reasonable timeframe.

#### Other Eligible Circumstances

Pending supporting documentation is provided by the student, the Instructor may consider providing a class excuse for any one of the following cases:

- 1) Dual-Enrolled High School Students: Dual-enrolled students who may miss class due to an event hosted at their high school (i.e., athletic event, class presentations, etc.) must notify their instructor at least (3) business days in advance and follow those specific instructions that are documented in their respective course syllabus. Dual-enrolled students will also be required to present documentation of these events from their high school principal, counselor, or other school administration
- 2) Official University Business: Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor at least three (3) business days prior to such absences. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.
- 3) Religious holidays: Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays at least three (3) business days prior to such absences.
- 4) Subpoena for jury duty / court appearance: Students are responsible for notifying the instructor in writing upon receiving the official notice to serve
- 5) Other: Any other reason the instructor deems appropriate, to include required absences for dual-enrolled high school students.  
Students should adhere to instructor syllabus and/or programmatic handbook (for dual-enrolled high school students, professional or health occupation programs, etc.). The policies set forth in these documents will supersede the aforementioned institutional class excuse policy

[https://www.asurams.edu/docs/legal-affairs/policies/Class\\_Excuse\\_Apr\\_2020.pdf](https://www.asurams.edu/docs/legal-affairs/policies/Class_Excuse_Apr_2020.pdf)

6. Complete daily facility duties and other duties as assigned by the preceptor.
  - a. Assist the preceptor with preparation for and clean-up following evaluations, rehabilitations, practices and competitions.

- i. Assist in the prevention of injuries and hazardous situations by correcting the situation when possible and bringing to the attention of the preceptor.
    - ii. Assist patients immediately when they come into the facility.
    - iii. Restock taping areas, emergency kits and equipment bags. Notify the preceptor when supplies are low.
    - iv. Wipe down tables and equipment between patients.
    - v. Return equipment to the appropriate location when finished.
    - vi. Sweep debris off the floor, empty trash cans when full, and clean sink area following use.
    - vii. Clean equipment (including coolers, water bottles, whirlpools, etc.) daily.
  - b. Assist in wound care, evaluations, treatment and rehabilitation as trained.
7. Assist in the maintenance of student athlete files, including daily records of treatments and rehabilitations.
8. While at athletic practices and competitions
  - a. Face the field or court at all times.
  - b. Stay off of your phone and other electronic devices while engaged in patient care or practice/game observation.
  - c. If multiple athletic training students are on site, avoid congregating as a group.
  - d. Assist with emergency care, evaluation, and treatment as trained.
9. Represent Albany State University's athletic training program in a positive manner.



## 6. AT PROGRAM Academic Requirements

### B. Admission Requirements Specific to Athletic Training Major

All applicants must submit their applications through the University Google Docs or a manual envelope-sealed application to the Program Director. The pre-requisites for admissions include the following:

Albany State University College of Graduate Studies requirements:

- Official undergraduate transcripts
- Two letters of recommendation
- Professional Essay
- Program Interview

Athletic Training Program Requirements:

- Cumulative GPA of 2.8 or above
  - Students who are readmitted to the program: The GPA will be based on the semester before they were terminated from the program.
- Minimum of 40 hours of observation with a certified athletic trainer
- Current certification in First Aid and CPR/AED (BLS, Healthcare provider, or Professional Rescuer)
- Required courses
  - Human Anatomy – 4 credits
  - Human Physiology – 4 credits  
(or 8 credits total in Human Anatomy & Physiology I&II)
  - Biology – 3 credits
  - Physics or Biomechanics– 4 credits
  - Chemistry – 4 credits
  - Statistics – 3 credits

Note: All pre-requisite coursework is reviewed by the program director during the admissions process. If a course is not a direct pre-requisite match, the course description and/or course syllabus is reviewed to determine if the course contains the appropriate foundational knowledge required for admissions.

## PROFESSIONAL LIABILITY INSURANCE

Institution Liability Insurance:

The student is required to carry professional liability (malpractice) insurance at a minimum coverage amount of \$1,000,000 each claim and \$6,000,000 aggregate. Explicit reference to coverage as a “student” within your current program of study must be present on documentation. The student must carry health insurance prior to attending clinical rotations in clinical agencies, and it must be maintained throughout the student’s duration in the program.

**MANDATORY STUDENT HEALTH INSURANCE** (Revised 08/2014)

Beginning Fall Semester 2014, all new students accepted into any of the programs under the Darton College of Health Professions at ASU will be required to show proof of active Medical Insurance coverage. This is a new Board of Regents of the University System of Georgia mandate and not an ASU mandate. Proof of coverage must be submitted during the fall and spring semesters (as coverage for the Spring semester extends through the Summer). Submission is done via Albany State University's UnitedHealthcare Student Resources page.

Proof of coverage must be provided in one of the following ways:

1. Through a currently active parent plan.
2. Through a currently active individual or family plan.
3. Through a currently active Employer-Sponsored plan.
4. Through a currently active Darton College of Health Professions Student Health Insurance Plan (SHIP).
5. Through a currently active Government-Sponsored Plan.

If a student fails to provide appropriate proof of coverage during the dates stated above, the student will be automatically enrolled (via the Business Office) into plan #4 above. Rates are subject to change without notice.

Additionally, Health insurance coverage must be maintained by the student throughout the entire time that he/she remains enrolled and is actively progressing through his/her respective Health Sciences or Athletic Training Program. If a student fails to maintain Health Insurance coverage, then he/she will be immediately dismissed from his/her respective Health Sciences or Athletic Training Program for failure to maintain the mandatory coverage as required by the Board of Regents of the University System of Georgia. If you have any questions regarding this requirement, please contact your respective Program Director.

**C. Non-Discrimination Policy**

Albany State University (ASU) adheres to the Board of Regents policy prohibiting unlawful discrimination, harassment, and retaliation based on any characteristic protected by law. In the event that any information contained within this policy conflicts with any Board of Regents (BOR) policy, the BOR policy controls.

[https://www.asurams.edu/docs/legal-affairs/policies/Non-Discrimination\\_and\\_Anti-Harrassment\\_-\\_Nov\\_2019.pdf](https://www.asurams.edu/docs/legal-affairs/policies/Non-Discrimination_and_Anti-Harrassment_-_Nov_2019.pdf)

**D. Transfer Credit**

According to Albany State University's College of Graduate Studies policy, the decision for acceptance of transfer credits is at the discretion of the program. Due to the nature of the Athletic Training program and the clinical competencies associated with each course, the MSAT program will not accept transfer credit for courses in which the completion of athletic training competencies/standards are required. All transfer credits will be accepted at the discretion of the Director of the Athletic Training Program on a case by case basis.

## TRANSFER CREDIT POLICY

Only nine (9) semester graduate credit hours may be transferred from another accredited institution to Albany State University for the purpose of partially fulfilling requirements for the master's degree.

Transfer credits are subject to the following requirements:

- Transfer credits must be approved in advance by the MSAT Program Director.
- Transfer credits are limited to courses in which a grade of "B" or better was awarded.
- The approved transfer credits cannot be older than six (6) years by the date of graduation.
- Courses offered for transfer credit must not have been used in fulfillment of another degree.
- Courses offered for transfer credit must have the approval of the Vice President for Academic Affairs following the recommendations of the Dean of the Graduate School and the Dean of the Darton College of Health Professions.
- Acceptance of transfer credit does not reduce the residency requirement.
- A petition of acceptance of transfer credit must be filed with an official academic transcript and a copy of the catalog description of the transfer courses.
- The credit hours may not exceed the nine semester hours of graduate credit allowed by transfer credit.
- The course(s) must be taken in residence at an accredited institution and not by correspondence.
- The course(s) must be designated as graduate course(s) in an approved graduate program.
- The course(s) must be equated with course(s) in the curriculum of the graduate program or considered as an acceptable elective.
- The student should follow up on the application for transfer credits within one month of the application date, provided that no response has been received.

### **E. Retention Requirements Specific to Athletic Training Major**

Students enrolled in the Master of Athletic Training program must maintain rigorous academic standards to prepare themselves for the BOC examination. In order to maintain successful progression towards graduation, students must earn a C (75+). Since courses must be taken in the prescribed order outlined in the program's course sequence sheet, unsuccessful completion of a course (below a C) will result in program dismissal. Additionally, students must successfully pass a cumulative examination at the conclusion of each clinical course in order to progress to the next semester and next level of clinical education.

### **F. ASU Academic Probation Policy (ASU Graduate School)**

#### SCHOLASTIC WARNING

A graduate student with regular status whose cumulative grade point average falls below 3.0 or who fails to maintain the level of academic performance required by their degree program will be placed on scholastic warning. Failure to achieve a 3.0 semester grade point average or meet the requirements of the degree program by the end of the next nine semester hours of enrollment will result in scholastic termination.

## SCHOLASTIC TERMINATION

Students may be dismissed by their department at the end of any semester if they have not made sufficient academic progress or maintained the professional dispositions as defined in accreditation, ethical, or professional standards of practice to warrant continuance of study. Termination of students will follow policies and procedures adopted by the department and reported to the Graduate School. The department must immediately notify the Graduate School of a dismissal. The student will be prevented from enrollment in future terms. Dismissal by an academic department may be appealed to the Dean of the Graduate School after all avenues of appeal have been exhausted at the departmental level. This should be completed within 30 calendar days of the decision resulting from an appeal to the department. When students are terminated by a department, but not simultaneously by the Graduate School, they may apply for admission to another graduate program; however, they may not apply for admission to the same department from which they were dismissed.

A graduate student is subject to scholastic termination for the following reasons:

1. Failure to achieve a 3.0 semester grade point average by the end of the next nine (9) semester hours of enrollment following scholastic warning.
2. Failure to maintain other academic performance standards required by the department offering the degree program of study.
3. Failure to maintain the professional dispositions required by the degree program offering the program of study.
4. Third failure on the comprehensive examination.
5. Cheating and/or plagiarism.

Students with a cumulative grade point average below 3.0 in graduate courses will be given a scholastic warning and placed on scholastic probation. Once a student receives below a 3.0 and is placed on scholastic probation by the Graduate School, they then must make a 3.0 or higher semester grade point average in graduate courses each succeeding semester that their overall cumulative grade point average in graduate courses is below 3.0. These students' probation ends when their cumulative graduate average is 3.0 or above. If, while on probation, a student's semester grade point average in graduate courses is below 3.0, the student is dismissed. If a student chooses to reapply and is readmitted into the program, they will have to retake any courses that they were not successful in completing due to receiving below a C in the course. When students repeat a graduate course, the last grade will be utilized to calculate the cumulative graduate average that is used for probation, dismissal, admission to candidacy and graduation. Grades of "S," "U," "I," and "V" will not be used in calculating the cumulative graduate average. However, when a grade of "I" converts to "F," this may result in an action of probation or dismissal for the semester in which the conversion takes place, even if the student is not registered for the semester in which it converted. When students are dismissed under the terms of this policy, they may not apply for admission to another graduate program offered by the University.

Students who are dismissed by the Graduate School for academic reasons may appeal the dismissal to the Dean of the Graduate School. The appeal must be submitted to the dean within 30 calendar days following receipt of notice of dismissal. Information concerning the appeal process may be obtained in the Graduate School.

## **F. ATHLETIC TRAINING PROGRAM DISMISSAL POLICY**

1. A failure of an athletic training course (whether a “D,” “F,” “WF,” or “U”) constitutes grounds for immediate dismissal from the athletic training program.
2. For our MSAT program, withdrawal from a second course constitutes grounds for immediate dismissal from the athletic training program. (For more information, see “Readmission/Progression After Absence from Program” within this handbook.)
3. Substantiated claims of cheating or violations of academic integrity constitute grounds for dismissal from the athletic training program. (For more information, see “Cheating Policy” within this handbook.)
4. Gross misconduct, such as behaviors that endanger patient safety, patient confidentiality, or behaviors in direct opposition to the clinical instructor’s direction, may result in immediate dismissal from the program.
5. If, in the judgment of the instructor or supervisory person in a contracted clinical facility, there is reason to question the emotional or physical condition of a student or the safety or the quality of medical care provided, the instructor has the responsibility to dismiss the student from the clinical or university laboratory. The plan for dismissal is as follows:
  - a. When an incident first occurs, the faculty will request the student to leave the clinical site/laboratory immediately.
  - b. The faculty will communicate to appropriate hospital/supervisory personnel regarding the problem.
  - c. The faculty will refer the student for appropriate professional for follow-up.
  - d. The faculty will provide written documentation of the incident to the departmental chair and the student within 24 hours of the incident.
    - i. The student has the right to appeal in writing to the Chair (and then the Dean) if the decision is unacceptable to him/her, in accordance to university policy.
    - ii. Upon receipt of written appeal, the Chair (or Dean) will notify the student in writing of subsequent steps to take for redress of the decision, according to University policy. A clinical failure earns a grade of “F”.

## **G. Athletic Training Probation and Dismissal Appeal**

When placed on academic probation or being dismissed from the program, students will be informed in writing by the academic dean and/or the Program Director. If students wish to appeal the decision, they must submit a written statement of appeal to the Program Director by the date stated on the letter. This letter should include a detailed rationale as to why the student is appealing the decision. A committee consisting of the Program Director, Clinical Education Coordinator, and an appointed faculty member/administrator will meet to review the appeal. Students will be notified of the committee’s decision in writing within three (3) weeks of receipt of the appeal. If students would like to pursue the issue further they will be advised to follow the University’s Grievance Policy.

## **H. University Withdraw**

In the event that any information contained within this policy conflicts with any Board of Regents (BOR) policy, the BOR policy controls. This policy was created to standardize the process for student withdrawals from the University

### *Definitions*

**Course Withdrawal:** A request by a student to cancel their enrollment in a particular course after the schedule adjustment (Add/Drop) registration period for the term and prior to the end of the term.

**Semester Withdrawal:** A request by a student to withdraw from and cease attendance in all classes for the term.

### *Policy*

Students who find it necessary to withdraw from Albany State University, after having completed registration, must submit a course withdrawal or semester withdrawal form with the Office of the Registrar. Students matriculating at the Albany State University do not have a limit on the number of course withdrawals from classes during the completion of their undergraduate coursework.

### *Academic Calendar*

All dates referenced in this policy apply to the semester and part of term applicable to each registered course. The deadlines for each semester and part of term can be found in the Academic Calendar.

### *Course Withdrawal*

- Students who make changes to their schedules during the schedule adjustments (Add/Drop) registration period will have the course dropped (removed) from their schedule and their account balance updated (if applicable).
- After the schedule adjustment (Add/Drop) registration period, and until the last day to withdraw without academic penalty, students will receive a grade of W for any course withdrawal.
- After the last day to withdraw without academic penalty, students will receive a WF for each course withdrawal. There are financial aid and grade point average (GPA) conditions associated with the WF.

### *Semester Withdrawal*

Failure to attend class is not equivalent to a withdrawal and students will not receive an adjustment of charges or grades unless a formal withdrawal is filed with the Office of the Registrar prior to the last day to withdraw without academic penalty.

- If a request for Semester Withdrawal is submitted to the Office of the Registrar prior to the end of the schedule adjustment (Add/Drop) registration period for the term, all courses will be dropped (removed) from the student's schedule and charges reversed (if applicable).
- After the schedule adjustment (Add/Drop) registration period, and before the last day to withdraw without academic penalty, students will receive a grade of W for each course.
- After the last day to withdraw without academic penalty, students will receive a WF for each course withdrawal. There are financial and grade point average (GPA) conditions associated with the WF.

- I. In the case of a non-academic emergency, students should apply for a Hardship Withdrawal.** If the Hardship Withdrawal is granted, student will receive a grade of W instead of WF.

- Students who are entitled to a fee refund will receive a check from the Office of Student Accounts.
- Federal Regulations mandate that Albany State University must calculate earned and unearned portions of financial aid if necessary and return those funds to the student or the Department of Education whether the student officially or unofficially withdrew from the University. Please see the Return of Title IV Funds page for more information on official and unofficial withdrawals.

### *Hardship Withdrawal Policy*

Students experiencing a non-academic emergency which prevents them from completing their coursework may be granted a hardship withdrawal. Specifically, hardship withdrawals fall into the following categories:

- Medical (e.g., physical, or psychological emergencies)
- Personal (e.g., death in the family, family crisis, etc.)
- Financial (e.g., loss of sole-supporting job, head of household challenges, mandatory job changes)

Hardship withdrawals are not an alternative to withdrawal from classes after the midterm, to remove unwanted grades, or attempt to prevent expected academic/financial aid actions (warning, probation, exclusion, etc.). Hardship withdrawals are subject to the following restrictions:

Hardship withdrawals may be requested after the schedule adjustment (Add/Drop) registration period, but no later than the last class day of the course within the same semester of the course. Generally, students are not eligible for hardship withdrawals in courses in which they have completed the course requirements (e.g., sat for the final exam or submitted the final project/paper/portfolio). Only in exceptional cases, fully supported by documentation, will a hardship withdrawal be permitted within a thirty (30) calendar day period after grades have been submitted. Any request for hardship withdrawal after the posting of final must be approved by the provost or their designee. Requests for hardship withdrawal generally apply to all courses taken during the semester in question. Exception may be made where documentation clearly proves how the mitigating life circumstance does not apply to all courses. For example, a student with a leg injury may be approved to withdraw from courses that require physical activity only. All exceptions must be approved by the Provost. Students withdrawing from classes should be aware that a reduction in their course load may negatively impact other aspects of their academic life. Students considering withdrawals should contact these offices to discuss any potential impact:

- Student Financial Aid (229-500-4358)
- Athletic Eligibility (229-500-2863)
- Health insurance (contact your personal health care provider)
- University housing (229-500-2025)
- Use of University resources and access to university facilities (229-500-3555)
- Immigration status for international students/F-1 Visa (229-500-2354)
- Veterans Educational Benefits (229-500-2927)

## **J. Grading Policy**

### **GRADING SYSTEM**

Final grades are submitted to the Office of the Registrar at the end of the semester, and these are made a part of a student's permanent record. Grades are available to students via Banner. The official grades with their meaning and equivalent quality points can be found in the University's academic catalog.

### **GRADING SCALE**

A 90 – 100

B 80 – 89

C 75 – 79

D 70 – 74

F 69 and below

### **PROGRESSION POLICY**

1. The student is responsible for adhering to all prerequisite and co-requisite requirements as stated in the Master of Science in Athletic Training Student Handbook and as described in the Albany State University Academic Catalog.
2. Satisfactory performance in both the course—including passing of all instructor-made and standardized test(s)—and in the clinical area (for courses with clinical components) is necessary for a passing grade and for progression in the athletic training program. A student who receives an unsatisfactory grade in a course (either clinical or non-clinical) will be allowed to repeat the course one time during the semester in which the course is regularly offered at Albany State University. Unsatisfactory completion of a course (typically referring to course failures or withdrawals) will prevent progression in the athletic training program until the course has been successfully repeated and any remediation required by the department completed.
3. Albany State University's Graduate School is committed to offering high quality graduate programs. Graduate students are required to maintain a minimum 3.0 grade point average. No grade below "C" (2.0) will be accepted as part of a program of study for a graduate degree. For this reason, caution is exercised in retaining any student whose grades fall below acceptable academic standards. When a graduate course is repeated, the last grade received will be used in calculating the cumulative graduate average that is used for probation, dismissal, admission to candidacy, and graduation. All grades received for graduate courses taken at Albany State University will be used in the calculation of the cumulative grade point average.

## **K. BOC Exam Eligibility**

The BOC exam is the gateway to becoming an Athletic Trainer. Students/graduates must successfully pass this exam in order to gain employment as an athletic trainer. Following program accreditation, students are eligible to take the BOC exam upon graduation or while enrolled in their final semester of the AT curriculum.



Successful completion of the BOC exam demonstrates entry-level knowledge into the profession. Due to the intensity of the examination, cost of the exam, and limited window in which to take the exam, Albany State University has established specific criteria for students to complete before registering and obtaining program director verification.

Students/graduates must meet the following criteria before registering for the examination:

- Completion of certification preparatory course
- Individual meetings with the PD or CCE to discuss timelines and study goals
- Successful completion of the Athletic Training Comprehensive Examination
- Successful completion of all course proficiencies within ATRACK

Please see the BOC website for detailed information regarding BOC exam registration.

[www.bocact.org](http://www.bocact.org)

### L. Athletic Training Program Curriculum Requirements

The Master of Science in Athletic Training (MSAT) program is a full-time graduate program providing students with the didactic knowledge and clinical education experiences necessary to prepare students for successful careers in athletic training. The follow courses are graduation requirements:

Prerequisite coursework required for entry:

Completed Bachelor's Degree with courses completed in the following:

Human Anatomy and Physiology I  
Human Anatomy and Physiology II  
Chemistry  
Exercise Physiology- Strongly recommended

Psychology  
Biology  
Physics / Biomechanics  
Kinesiology- Strongly recommended

Course Number/Prefix	Title	Credit Hour	Prerequisite	Delivery Mode	Fee
ATTR 5100	Emergency Medicine	3	Admission to the ATTR Program	Hybrid	\$50
ATTR 5120	Functional Anatomy	3	Admission to the ATTR Program	Hybrid	
ATTR 5200	Introduction to Athletic Training	3	Admission to the ATTR Program	Hybrid	\$100
ATTR 5310	Lower Extremity Evaluation	3	ATTR 5100, 5120, 5200	Hybrid	
ATTR 5320	Upper Extremity Evaluation	3	ATTR 5310, 5500, 5410, 5610	Hybrid	
ATTR 5330	Injury Prevention and Risk Management	2	ATTR 5320, 5420, 5620, 6130	Online	
ATTR 5410	Therapeutic Exercise	3	ATTR 5100, 5120, 5200	Hybrid	
ATTR 5420	Therapeutic Modalities	3	ATTR 5310, 5500, 5410, 5610	Hybrid	

ATTR 5500	Nutrition	2	ATTR 5100, 5120, 5200	Online	
ATTR 5610	Athletic Training Clinical I	3	ATTR 5100, 5120, 5200	Hybrid	\$50 \$15
ATTR 5620	Athletic Training Clinical II	3	ATTR 5310, 5500, 5410, 5610	Hybrid	\$50
ATTR 5630	Athletic Training Clinical III	2	ATTR 5320, 5420, 5620, 6130	Hybrid	\$15
ATTR 5700	Clinical Professionalism	1	ATTR 5330, 5630, 6120	Online	
ATTR 6120	Psychological Aspects of Health	2	ATTR 5320, 5420, 5620, 6130	Online	
ATTR 6130	General Medical	3	ATTR 5310, 5500, 5410, 5610	Online	
ATTR 6200	Organization and Administration	3	ATTR 5330, 5630, 6120	Online	
ATTR 6400	Comprehensive Examination	0	ATTR 5330, 5630, 6120	Hybrid	
ATTR 6300	Athletic Training Seminar	3	ATTR 5700, 6200, 6400, 6610	Online	
ATTR 6500	Professional Preparation	2	ATTR 5700, 6200, 6400, 6610	Hybrid	
ATTR 6610	Athletic Training Clinical IV	4	ATTR 5330, 5630, 6120	Hybrid	\$200
ATTR 6620	Athletic Training Clinical V	4	ATTR 5700, 6200, 6400, 6610	Hybrid	

### Course Descriptions

#### Course Descriptions

##### **ATTR 5100: Emergency Medicine - (3 credits) (3,0,3)**

This course will provide the student with the knowledge and skills to meet the needs of most situations when emergency first aid care is critical to saving a life and minimizing the severity of the injuries. Topics addressing individual and environmental risk factors, circulation and airway management, immobilization, bleeding control, and management of sudden illness will be presented. Personal safety and accident prevention of the health care provider will also be incorporated.

**Prerequisite:** Admission to the Masters of Science in Athletic Training Program.

**Delivery Method:** Hybrid (Boot camp week at the end of semester)

\*Course Fee \$50.00 = (wound packing supplies)

##### **ATTR 5120: Functional Anatomy - (3 credits) (3,0,3)**

This course will focus on the structural anatomy of the human body and will focus on the skeletal, musculoskeletal and neurological body systems. Palpations of soft tissue structures are emphasized. This course focuses on manual muscle testing and human movement patterns.

**Prerequisite:** Admission to the Masters of Science in Athletic Training Program.

**Delivery Method:** Hybrid (Boot camp week at the end of semester)

**ATTR 5200: Introduction to Athletic Training - (3 credits) (3,0,3)**

This course will focus on the basic concepts of the prevention and recognition of athletic injuries and treatment procedures for proper management of athletic injuries based on current evidence. Students will also be instructed in the application of taping, wrapping, and other protective equipment. Additionally, students will learn about the governing bodies and associated documents of the athletic training profession.

**Prerequisite:** Admission to the Masters of Science in Athletic Training Program.

**Delivery Method:** Hybrid (Boot camp week at the end of semester)

\*Course fee \$100.00 – (personal kits, tapes, ace bandages)

**ATTR 5310: Lower Extremity Evaluation - (3 credits) (2,3,3)**

This course will focus on the recognition, assessment, treatment, documentation and appropriate medical referral of athletic injuries and illnesses of the lower extremities. Heavy emphasis will be placed on the clinical skills. Students will be able to identify risk factors for lower extremity injuries and be instructed on the theory and techniques for diagnostics and special tests.

**Prerequisite:** ATTR 5100, ATTR 5120, ATTR 5200

**Delivery Method:** Hybrid – on campus (Tuesdays and Thursdays for lab)

**ATTR 5320: Upper Extremity Evaluation - (3 credits) (2,3,3)**

This course will focus on the recognition, assessment, treatment, documentation and appropriate medical referral of athletic injuries and illnesses of the upper extremities. Heavy emphasis will be placed on the clinical skills. Students will be able to identify risk factors for lower extremity injuries and be instructed on the theory and techniques for diagnostics and special tests.

**Prerequisite:** ATTR 5310, ATTR 5500, ATTR 5410, ATTR 5610

**Delivery Method:** Hybrid - on campus (Tuesdays and Thursdays for lab)

**ATTR 5330: Injury Prevention and Risk Management - (2 credits) (2,0,2)**

The Purpose of this course is to expose students to injury prevention programs and research including topics such as concussions, overuse, upper and lower extremity and heat injuries as well as gender-specific injuries. injury prevention research discussed relates to the athletic as well as other special populations. students will be equipped to clinically integrate injury prevention programs including education of the athlete's coaches and other health professions. This course is designed to provide students with understanding on how to select injury prevention programs and to influence clinical practices.

**Prerequisite:** ATTR 5320, ATTR 5420, ATTR 6130, ATTR 5620

**Delivery Method:** Online

**ATTR 5410: Therapeutic Exercise - (3 credits) (2,3,3)**

This course will focus on the therapeutic exercises and rehabilitation used in the treatment of athletic injuries and illness. students will be introduced to a variety of rehabilitation tools and protocols stressing the importance of exercise progression, safety and body mechanics. indications and contraindications for therapeutic exercises will be investigated.

**Prerequisite:** ATTR 5100, ATTR 5120, ATTR 5200

**Delivery Method:** Hybrid - on campus (Tuesdays and Thursdays for lab)

\*Course Fee \$50.00 (electrodes, gels, etc for ATTR 5420)

**ATTR 5420: Therapeutic Modalities - (3 credits) (2,3,1)**

This course focuses on the planning and implementation of therapeutic modalities to treat various musculoskeletal injuries. An introduction to the physical chemical and mechanical modalities will complement the students understanding of the healing process and treatment protocols. students will understand the physiological response to the healing process in the addition of modalities.

**Prerequisite:** ATTR 5310, ATTR 5500, ATTR 5410, ATTR 5610

**Delivery Method:** Hybrid - on campus (Tuesdays and Thursdays for lab)

**ATTR 5500: Nutrition - (2 credits) (2,0,2)**

This course addresses the nutritional needs of general health maintenance, recovery from exercise and healing from injury. Current food myths, diets for those in athletic programs, and special needs of overweight and underweight clients are included.

**Prerequisite:** ATTR 5100, ATTR 5120, ATTR 5200

**Delivery Method:** Online

**ATTR 5610: Athletic Training Clinical I - (2 credits) (0,8,3)**

This course will include both didactic and experiential learning. Students will be assigned to a clinical education site on campus or at an affiliated site. This course will focus on equipment intensive, therapeutic exercise and evaluation techniques. Students will complete 200 - 300 hours of clinical education total per semester.

**Prerequisite:** ATTR 5100, ATTR 5120, ATTR 5200

**Delivery Method:** Hybrid / Off Campus

\*Course Fee \$15.00 – Student Liability Insurance 1<sup>st</sup> year

**ATTR 5620: Athletic Training Clinical II - (3 credits) (0,8,3)**

This course will include both didactic and experiential learning. Students will be assigned to a clinical education site on campus or at an affiliated site. This course will focus on field experiences and the application of learned principles from athletic training clinical skills specifically related to therapeutic modalities and upper extremity evaluation techniques. Students will complete 200 - 300 hours of clinical education total per semester.

**Prerequisite:** ATTR 5310, ATTR 5500, ATTR 5410, ATTR 5610

**Delivery Method:** Hybrid / Off Campus

\*Course Fee \$50.00 (Good stethoscope and BP cuff) for General Medicine Course next semester

**ATTR 5630: Athletic Training Clinical III - (2 credits) (0,8,2)**

This course will include both didactic and experiential learning. Students will be assigned to a clinical education site on campus or at an affiliated site. This clinical experience will focus on general medical skills, evaluation and treatment techniques. Students will complete 100 hours of clinical education total per semester

**Prerequisite:** ATTR 5320, ATTR 5420, ATTR 6130, ATTR 5620

**Delivery Method:** Hybrid / Off Campus

\*Course Fee \$15.00 – Student Liability Insurance 2<sup>nd</sup> year

**ATTR 5700: Clinical Professionalism - (1 credit) (1,0,1)**

The purpose of this class is for students to develop skills specific to clinical professionalism including but not limited to: communication, personal branding, growth mindset, conflict resolution, interpersonal relationships, and emotional intelligence. Students will reflect on their own professional goals and professional interactions with others, and develop competencies in navigating all elements of their professional development.

**Prerequisite:** ATTR 6120, ATTR 5330, ATTR 5630

**Delivery Method:** Online

**ATTR 6120: Psychological Aspects of Health - (2 credits) (2,0,2)**

This course will examine the knowledge and skill necessary for recognition, assessment, and appropriate medical referral for psychosocial healthcare. Further, this course will emphasize concepts of emotional health, as well as motivation and psychological support as part of a comprehensive patient care plan.

**Prerequisite:** ATTR 5320, ATTR 5420, ATTR 6130, ATTR 5620

**Delivery Method:** Online

**ATTR 6130: General Medical - (3 credits) (3,0,3)**

This course examines how illness affects the body's function. Focus will be on common illnesses and diseases that affect the physically active population. The areas covered incorporate pathophysiology including congenital and acquired abnormalities, physical disabilities and diseases. The areas will be explored through a systematic approach including the: nervous system, pulmonary, integumentary, endocrine, cardiovascular, gastrointestinal, renal, and genitourinary systems.

**Prerequisite:** ATTR 5310, ATTR 5500, ATTR 5410, ATTR 5610

**Delivery Method:** Online

**ATTR 6200: Organization and Administration - (3 credits) (3,0,3)**

This course will focus on the concepts of legal liability, budget/financial and personnel management, marketing, public relations, inventory control, facility/design/development/maintenance, and administration of allied-health care programs. Additionally, the day-to-day supervision, scheduling and provision of services to athletes and other physically active individuals offered in the athletic training room, health-care facilities and other venues will be addressed.

**Prerequisite:** ATTR 5330, ATTR 5630, ATTR 6120

**Delivery Method:** Online

**ATTR 6300: Athletic Training Seminar - (3 credits) (3,0,3)**

This course will present topics on rotating based on current issues and evidence-based content of the student's faculty interest. Interdisciplinary education is included within the course.

**Prerequisite:** ATTR 5700, ATTR 6200, ATTR 6400, ATTR 6610

**Delivery Method:** Online

**ATTR 6400: Comprehensive Examination - (0 credits) (0,0,0) (pass/fail)**

This is a cumulative experience which reflects the student's knowledge in athletic training. All students pursuing the masters of athletic training are required to sit for a comprehensive exam. students must receive permission from the athletic training program director to schedule the exam. A pass/ fail is awarded for the exam. Students must pass in order to progress in the curriculum.

**Prerequisite:** ATTR 5330, ATTR 5630, ATTR 6120

**Delivery Method:** Hybrid

**ATTR 6500: Professional Preparation - (2 credits) (2,0,2)**

This course serves as a formal review for the national Board of Certification, Inc. examination for certification as an athletic trainer. Students will also discuss current professional issues pertinent to their entrance into the profession as practicing clinicians.

**Prerequisite:** ATTR 5700, ATTR 6200, ATTR 6400, ATTR 6610

**Delivery Method:** Hybrid

**ATTR 6610: Athletic Training Clinical IV - (4 credits) (0,8,4)**

This course will include both didactic and experiential learning. Students will be assigned to a clinical education site on campus or at an affiliated site. This course will focus on an immersive clinical experience focusing on emergency management skills. Students will complete 300 - 400 hours of clinical education total per semester.

**Prerequisite:** ATTR 5330, ATTR 5630, ATTR 6120

**Delivery Method:** Hybrid / Off Campus

\*Course Fee \$200.00 (testing resources and practice exams) for Professional Practice course next semester.

**ATTR 6620: Athletic Training Clinical V - (4 credits) (0,8,4)**

This course will include both didactic and experiential learning. Students will be assigned to a clinical education site on campus or at an affiliated site. This is an immersive experience. The focus on the clinical experience will be to prepare for independent function as an entry level athletic trainer. Students will complete 300 - 400 hours of clinical education total per semester.

**Prerequisite:** ATTR 5700, ATTR 6200, ATTR 6400, ATTR 6610

**Delivery Method:** Hybrid / Off Campus

### **M.1 Interprofessional Education**

Interprofessional Education is a required component of the Master of Athletic Training program and is embedded into the courses within the curriculum. Interprofessional Education Opportunities within the Curriculum will be specifically included in the ATTR 5100 Emergency Care and ATTR 5420 Therapeutic Modalities. These courses will be offered in the Fall and Spring of the first year in order to provide a base for the athletic training students prior to entering their second year in the program and finally their immersive experience. The goal of this interprofessional component will focus on providing patient-centered care in a collaborative manner and enhance one's understanding of the role of the patient/client and medical provider.

**M. MSAT PROGRAM Course Sequence Sheet**

<b>Masters of Science in Athletic Training Curriculum Pathway MAP</b>	
<b>Semester 1</b>	
<b>Course:</b>	<b>Credit Hours</b>
ATTR 5100 – Emergency Medicine	3
ATTR 5120 – Functional Anatomy	3
ATTR 5200 – Introduction to Athletic Training	3
<b>Total</b>	<b>9</b>
<b>Semester 2</b>	
<b>Course:</b>	<b>Credit Hours</b>
ATTR 5310 – Lower Extremity Evaluation	3
ATTR 5410 – Therapeutic Exercise	3
ATTR 5500 – Nutrition	2
ATTR 5610 – Athletic Training Clinical I	3
<b>Total</b>	<b>11</b>
<b>Semester 3</b>	
<b>Course:</b>	<b>Credit Hours</b>
ATTR 5320 – Upper Extremity Evaluation	3
ATTR 6130 – General Medical	3
ATTR 5420 – Therapeutic Modalities	3
ATTR 5620 – Athletic Training Clinical II	3
<b>Total</b>	<b>11</b>
<b>Semester 4</b>	
<b>Course:</b>	<b>Credit Hours</b>
ATTR 6120 – Psychological Aspects of Health	2
ATTR 5330 – Injury Prevention and Risk Management	2
ATTR 5630 – Athletic Training Clinical III	2
<b>Total</b>	<b>7</b>
<b>Semester 5</b>	
<b>Course:</b>	<b>Credit Hours</b>
ATTR 5700 – Clinical Professionalism	1
ATTR 6200 – Organization and Administration	3
ATTR 6400 – Comprehensive Examination (pass / fail)	0
ATTR 6610 – Athletic Training Clinical IV	4
<b>Total</b>	<b>8</b>
<b>Semester 6</b>	
<b>Course:</b>	<b>Credit Hours</b>
ATTR 6300 – Athletic Training Seminar	3
ATTR 6500 – Professional Preparation	2
ATTR 6620 – Athletic Training Clinical V	4
<b>Total</b>	<b>9</b>
<b>Total Program Credit Hours</b>	<b>55</b>

## 7. Athletic Training Program Specific Policies

### A. Additional Financial Costs

In addition to the cost of tuition and course-related fees (insert amount) students must be aware that there are other fees associated with enrollment in the Athletic Training Program at Albany State University. Some of these fees may include the following items:

- Background checks (child abuse, FBI and state criminal background checks) - \$50
- Drug screening - \$35
- Copy of current physical examination and immunization records (may be additional costs if you need to see your physician and update immunizations)
- Bloodborne pathogen and OSHA training
- Annual certification in CPR/AED for the Health Care Provider & Standard First Aid - \$7
- Athletic Training Program clothing/attire/gear
- Travel to clinical sites (gas, parking, etc.)
- A-Track Membership - \$45 annual fee or \$90 lifetime fee
- Clinical medical documentation tracking system – ACEMAPP - \$50 annual fee

### B. Athletic Participation Policy

Due to the rigorous nature of the program and the required clinical education experiences, students are not allowed to participate in intercollegiate athletics even if the student has remaining NCAA eligibility.

### C. Outside Employment Policy

The rising costs of tuition, books, and other expenses are a concern for athletic training students. It is strongly recommended that you apply for financial aid and look for outside scholarships. While outside employment is not prohibited, students are advised that academics (including clinical education experiences) is the primary responsibility and must come first. Unfortunately, when trying to balance academics, athletic training responsibilities, employment and other obligations something usually suffers. If you have a financial concern, please discuss your options with a counselor in Financial Aid.

### D. Confidentiality Policy

Due to your role in the healthcare system, you will be exposed to personal information of your athletes and patients. Please remember that all the information you obtain through your clinical experiences is confidential. At no time should any information obtained be shared or repeated. All athletic training students are responsible for completing HIPAA training

**\*\*Please complete the Confidentiality Policy form**

#### D.1. Health Insurance Portability and Accountability Act (HIPAA)

The *Standards for Privacy of Individually Identifiable Health Information* (“Privacy Rule”) establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services (“HHS”) issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”).<sup>1</sup> The Privacy Rule standards address the use and disclosure of individuals’ health information—called “protected health information” by organizations subject to the Privacy Rule — called “covered entities,” as well as



standards for individuals' privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights (“OCR”) has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties.

A major goal of the Privacy Rule is to assure that individuals’ health information is properly protected while allowing the flow of health information needed to provide and promote high-quality health care and to protect the public's health and well-being. The Rule strikes a balance that permits important uses of information while protecting the privacy of people who seek care and healing. Given that the healthcare marketplace is diverse, the Rule is designed to be flexible and comprehensive to cover the variety of uses and disclosures that need to be addressed.

(<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>)

## **D.2. Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974 grants students the right to review their educational records. Under FERPA, a school may not generally disclose personally identifiable information from an eligible student’s education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA’s probation against non-consensual disclosure that can be found on FERPA’s website. Through these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so.

(<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>)

[https://www.asurams.edu/docs/legal-affairs/policies/FERPA\\_Policy\\_-\\_Sep\\_2019.pdf](https://www.asurams.edu/docs/legal-affairs/policies/FERPA_Policy_-_Sep_2019.pdf)

## **E. Athletic Training Student Conduct & Disciplinary Procedures**

Athletic training students are expected to conduct themselves in a professional manner at all times. This includes following the values of Albany State University, the Code of Ethics of the National Athletic Trainers’ Association, the BOC Standards of Practice, and all guidelines set within this manual. Please conduct yourself as an athletic training professional when working with preceptors, physicians, coaches, athletes, parents, and administrators.

### **E.1.a. Disciplinary Procedures**

1<sup>st</sup> offense – verbal warning and official documentation in the student file

2<sup>nd</sup> offense – disciplinary probation from the Athletic Training Program

3<sup>rd</sup> offense – disciplinary dismissal from the Athletic Training Program

Note: The severity of the offense might necessitate a council to be convened to determine the level of disciplinary action necessary. Regardless of the number of the offense, the action may be a warning, probation, or dismissal from the program.

*Disciplinary Warning* – students placed on disciplinary warning will remain in their clinical assignment, but will be under close supervision from the preceptor and clinical education coordinator. Any additional offense (of any type) may result in probation.

*Disciplinary Probation* – when a student is placed on disciplinary probation, they will be removed from their clinical assignment and may be subject to lowering of their course grade or a failure for the clinical course. While on probation, the ATS is expected to meet all other educational requirements associated with the program and all policies and procedures as stated in this manual. The program director and clinical education coordinator will determine the length of probation.

*Program Dismissal* – if an athletic training student is dismissed from the program, they will be required to meet with the program director and dean of the College of Graduate Studies to discuss options for continuing their academic studies. Students may appeal the dismissal in writing prior to the beginning of the next semester. The appeal will be evaluated following the procedures listed below.

### **E1.b. Athletic Training Program Appeal Policy**

When placed on disciplinary probation, students will be informed in writing from the Program Director. If students wish to appeal the decision, they must submit a written statement of appeal, including a rationale to justify the appeal. When a student is being dismissed from the program due to disciplinary or academic concerns, the student will be informed in writing by the dean of the college and the program director. If the student wishes to appeal the decision, they must submit a written statement of dismissal appeal, including a rationale to justify the appeal, by the date stated on the letter from the Program Director which will be approximately two weeks following the date the letter was sent. A committee consisting of the Program Director, Clinical Education Coordinator, and an appointed faculty member will meet to review the appeal. Students will be notified of the committee's decision in writing within three weeks of receipt of the appeal. If students would like to pursue the issue further they will be advised to follow the University's Grievance Policy.

#### *Final Grade Appeal*

In the event that any information contained within this policy conflicts with any Board of Regents (BOR) policy, the BOR policy controls. This policy was created to standardize the process for student final grade appeals.

Any student who believes that they have been assigned a final grade for a course which is biased, miscalculated, or which is based upon an unwarranted deviation from the established grading procedures should appeal to their course faculty for assistance in the resolution of academic problems. If the grievance is unresolved at that level, the student should initiate a final grade appeal within the first 10 days of the following semester (or term) and use the following process in the order listed:

1. Submit the final grade appeal using the designated form.

2. Department/School Chairperson will respond within 10 days following notification of the appeal submission.
3. If the appeal is denied, the student may appeal to the Dean of the College. The Dean of the College will respond within 10 days following notification of the appeal submission.
4. If the appeal is denied, the student may appeal to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will respond within 10 days following the notification of the appeal submission.
5. If the appeal is denied, the student may appeal to the President of the University. The President will respond within 10 days following the notification of the appeal submission.

### **E1c. Athletic Training Program Grievance Policy**

If an ATS has a concern with a decision made or action performed within the athletic training program, they should first discuss their concern with the individual of concern (faculty member, preceptor, etc.). If the issue is not resolved, the ATS should bring the concern to the Athletic Training Program Director. All attempts will be made to resolve the situation with the Program Director as a mediator. If the situation cannot be resolved or involves the Program Director, the department chair and/or the Dean of the College of Graduate Studies will become involved.

**E.2. Social Conduct Policies – The ASU Student Code of Conduct can be found at the following link:** <https://www.asurams.edu/docs/legal-affairs/policies/AY%202021%202022%20Student%20Code%20of%20Conduct.pdf>

#### **E.2.a. Drug and Alcohol Policy:**

If an athletic training student reports to class, open lab hours, or clinical education experience under the influence of alcohol or illegal drugs or partakes in their use while at any of the mentioned locations they will be subject to immediate suspension from the athletic training program. Students may also face campus disciplinary procedures and/or legal consequences.

#### **DRUG POLICY APPLICABILITY**

This policy applies to all students currently matriculating through one of the programs offered by Albany State University's Department of Athletic Training. As defined in this policy, substance abuse is defined as follows:

- The manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug by any athletic training student while on university or affiliated clinical site premises or while participating in any university or affiliated clinical site-sponsored or related activity (including any athletic training-related course or clinical training activity).
- The consumption, possession, or distribution of alcohol—unless approved by the university or clinical agency—by any athletic training student while on university or affiliated clinical site premises or while participating in any university or affiliated clinical site-sponsored or related activity (including any athletic training-related course or clinical training activity).
- The use of alcohol or any drug in such a way that the student's performance in any

Athletic training course, including activities at any clinical site, is impaired. Substance abuse, as defined here, is strictly prohibited. Under no circumstance should athletic training students participate in athletic training-related course of clinical activities while they are impaired. All students enrolled in Albany State University's athletic training courses or programs are required to abide by the rules and guidelines detailed below when reporting to athletic training-related courses, clinical experiences, and while at affiliating clinical agencies (including parking lots and grounds). A violation of this policy may constitute removal from clinical participation and/or cause for termination from the athletic training program. Students must comply with all local, state, and/or federal laws and regulations controlled the possession, manufacture, use, or distribution of controlled or illegal substances and alcohol. Students are also responsible for adhering to the "Policy on Drug Use" as defined in Student Code of Conduct.

Failure or refusal to comply with the policies detailed herein may be grounds for disciplinary action, including dismissal from the program. Any attempt to delay, hinder, or tamper with any testing or to alter the results of testing will be considered a refusal to comply with this policy. In addition, failure or refusal to comply with any aspect of the substance abuse policy may be reported to the University's Office of Student Conduct for possible disciplinary action in accordance with the university's Student Conduct Policy.

#### ALCOHOLIC BEVERAGES

- A. It is prohibited for anyone to have alcohol on campus or any clinical site;
- B. It is illegal for anyone under the age of 21 to drink;
- C. It is illegal for anyone to buy or provide alcohol for someone under 21;
- D. It is illegal for anyone to be intoxicated in public or to drive while intoxicated, on or off campus;
- E. It is illegal for anyone to sell alcohol beverages without a license. By law, the sale of alcoholic beverages include any situation in which there is a charge for entertainment or service and alcohol is freely available (including through common source or selling in a cup);
- F. It is a violation of University policy for a student to disturb someone else's ability to study, sleep, or live peacefully. (This means that other people's inappropriate behavior should not disturb your study, sleep, or ability to live peacefully);
- G. It is a violation of University policy for a student to hurt or endanger another student through drinking alcohol;
- H. Unlawful sale of alcoholic beverages to, and unlawful purchase and possession, of alcoholic beverages by any person under 21 years of age.
- I. The use, consumption, possession, sale, and/or distribution of alcoholic beverages on University property, in cars or other vehicles, or at any of the University activities (whether on or off campus) are prohibited.

#### ALCOHOLIC/DRUG INTOXICATION

Appearing in public on the University premises while intoxicated or under the influence of alcohol or illicit drugs is strictly prohibited. This includes any disorderly conduct regardless of whether such conduct results in injury to person or property, as a result of intoxication shall be considered a violation.

## DRUGS (ILLEGAL) AND/OR DRUG PARAPHERNALIA

The consumption, sale, distribution, manufacturing, purchase, passing of, or being in the presence of or the vicinity of illegal drugs, narcotics, the accessory to, or aiding and abetting or any controlled substances, are strictly prohibited from all locations of the University, and beyond the premises according to all local state and federal laws. Illegal drugs also include all prescription drugs without a valid medical prescription.

Drug paraphernalia is strictly prohibited from the University. Paraphernalia is defined as all equipment, products, and material of any kind used to facilitate planting, propagating, cultivating, growing, manufacturing, converting, processing, preparing, packaging, storing, concealing, playing with injecting, ingesting, inhaling, or otherwise introducing a controlled substance into the body. Scope includes being on the person or in the possession of a student on property owned or controlled by the university and/or at events and activities sponsored by the University, and involves related incidents that are subject to prosecution under local, state, and federal laws.

The illegal possession of and/or use of drugs, or drug paraphernalia, includes, but is not limited to roach clips, bongs, masks, scales, balances, sandwich bags or plastic bags and their corners, sifters, syringes, spoons, chamber pipes, homemade pipes, film canisters, diluents, spray cans, carburetor pipes, paint, pipes, using screens, water pipes, hollowed cigars, rolling papers and any other equipment, products and materials that can be directly linked to the usage of controlled substances. Improper behavior or conduct on the campus which is a result of the use of illegal drugs which means that one who, having consumed or used drugs, experiences a restriction or a loss of the normal use of his/her mental and/or physical faculties.

## RULES AND GUIDELINES

1. All students involved in clinical practice settings, whether for clinical education purposes or for the recruitment of research subjects and/or the collection of research data, must undergo drug testing prior to clinical placement.
2. For all affiliating clinical agencies which require athletic training students to be subject to the agency's drug/alcohol testing policies (including, but not limited to, pre-employment placement testing, pre-clinical placement testing, or when there is reasonable suspicion to believe that a student may be impaired or is/has been engaged in substance abused as defined herein), the student may be tested in accordance with the affiliating agency's policies.
  - a. As defined by this policy, "reasonable suspicion" includes evidence which forms a reasonable basis for concluding that it is more likely than not that a person has engaged in substance abuse.
3. During enrollment in the Athletic Training Program, a student may also be required to undergo drug or alcohol testing for cause when there is reasonable suspicion that the student is impaired due illegal drug/alcohol use or misuse of prescribed/over-the-counter medications.
  - a. University employees within the Athletic Training Program able to make this determination are the Department Chairperson and the Assistant Chairperson, as well as appropriate Program Directors, Course Instructors, and Clinical Instructors.

4. The cost of all drug/alcohol testing required by the university, the Athletic Training Program, or affiliating clinical agencies shall be the responsibility of the student or affiliating clinical agency, as determined by the agency. Neither the university nor the Athletic Training Program—including any of its officers or employees—shall be required to absorb drug/alcohol testing costs arising out of any athletic training student's placement at an affiliating clinical agency.
5. A positive substance abuse test shall result in dismissal from the program on the basis that the student is not able to meet the course objectives for classroom and/or clinical experiences. Please review the "Professional Behavior" and "Dismissal Policy" sections detailed within the handbook for further definitions and applicability.
6. If a student tests positive for a prescribed drug, the person must obtain a written statement from a qualified physician stating that the drug level is within prescribed limits and the level does not indicate abuse. The physician must indicate that the drug will not interfere with safe practice in the clinical area.
  - a. Students requiring the use of over-the-counter or prescribed medications that the potential to impair performance or personal behavior are responsible for being aware of the effect these medications may have. Additionally, they must notify the Program Director, Course Instructor, or Clinical Instructor within 72 hours prior to clinical attendance or drug testing about the use of medications that could impair performance or that has the potential to influence a drug screening.

Facts which could give rise to reasonable suspicion include, but are not limited to, the following

- Unusual or aberrant behavior or patterns of abnormal or erratic behavior;
- Physical symptoms of impairment;
- Arrest or conviction for a drug or alcohol related offense;
- Evidence of drug tampering, drug diversion, or misappropriation;
- Direct observation of drug use or discrepant drug counts;
- Alterations in student clinical and/or didactic performance that may not be attributed to other causes;
- Following a work-related injury or illness, with evidence that it may have been related to use of a controlled substance;
- Observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others, or resulted in damage to equipment.

#### SCREENING PROCEDURE

Drug and alcohol testing required by the department will be conducted utilizing the following measures:

1. Pre-placement drug screenings may occur at any facility capable and qualified to perform a 10-panel drug screening, which is the minimum required for clinical pre-placement; drug screenings requested by the university or affiliated clinical facilities must be done at university- or site-approved facilities.
2. The student must fully comply with the testing facility's methods and procedures for collecting samples.
3. Urine, serum, hair, and saliva analysis, or a combination of these, may be tested.
4. The test shall screen for the use of the controlled substances or any other controlled

substances, including (but not limited to) amphetamines (AMP), barbiturates (BAR), benzodiazepines (BZO), cocaine (COC), methadone (MTD), oxycodone/OxyContin (OXY), phencyclidine (PCP), marijuana (THC), methamphetamine (Mamp), opiates (OPI), Ecstasy (MDMA), propoxyphene (PPX), and/or nicotine (NIC).

5. The student must notify the Program Director, Course Instructor, or Clinical Instructor within 72 hours prior to clinical attendance or drug testing about the use of prescribed or over-the-counter medications, as well as any dietary habits, that could impair performance or that has the potential to influence a drug screening.
6. If the accuracy of a positive test is disputed by the student, the student may request a retesting of samples by the original facility.
7. Substance abuse is considered “verified” if either a positive test result is not disputed, or if the student-requested retest is positive.
8. If the test is inconclusive, the screening will be treated as positive until definitive analysis by alternate testing is accomplished. During this time, the student will not be permitted to participate in clinical activities but may be allowed to attend classes, pending the approval by the Department Chairperson and/or Assistant Chairperson.
9. For pre-clinical placement screenings, the student will be responsible for providing the department with the final results of the drug screening (positive, negative, or inconclusive); for additional screenings required by the university or clinical site, the testing facility will be responsible for providing the department with the final results of the drug screening (positive, negative, or inconclusive).

#### TREATMENT AND COUNSELING RESOURCES

As noted in the “Policy on Drug Use” section of the Student Code of Conduct, Drug use and abuse is a major concern across college campuses in today’s time. Albany State University continuously promotes and requires a drug free campus. The University actively encourages students and employees who feel they have a substance abuse problem to seek counseling and treatment. The Student Counseling Department will help students, faculty, and staff seeking assistance with a substance abuse related problem. Those seeking such assistance are assured that professional standards of confidentiality will be upheld.

Additionally, the following websites are available as resources for students:

- <https://www.aa.org/>
- <https://www.asam.org/>
- <https://www.na.org/>
- <https://www.samhsa.gov/data/data-we-collect/n-ssats-national-survey-substance-abuse-treatment-services>

#### E.2.b. Social Media Policy

It is acknowledged that students will use social media for personal reasons. The following guidelines should be followed when using social media:

1. No reference to being an athletic training student at Albany State University should be posted in conjunction with offensive or inappropriate pictures or comments. This includes, but is not limited to, reference to drunkenness, illegal drugs, acts punishable by law, sexual innuendos, and foul language.

2. No information related to the health or playing status of any athlete or patient from Albany State University or clinical sites utilized by the Athletic Training Program should be posted.

The Social Media policy provides students of Albany State University's Athletic Training Program with rules to participate in social media, including ASU's Athletic Training Program social media and in non-ASU Athletic Training Program social media.

Definition: "Social media" is a conventional term of electronic communication through which users create online communities to share information, ideas, personal messages, email, or video hosting sites.

First and foremost, all athletic training students must recognize their ethical and legal obligation to maintain patient privacy and confidentiality at all times. As an athletic training student, it is important to represent Albany State University and its Athletic Training Program in a fair, accurate and legal manner while protecting the University's reputation.

1. Students may be held personally liable for proprietary, defamatory or libelous material posted on any form of social media.
2. Students will face sanctions for posting of materials that is defamatory, profane, threatening, harassing, hateful or humiliating to patient, students, hospital staff, preceptors, athletic trainers, Albany State University faculty and staff, employers and coworkers included. Sanction will be determined by the University Office of Academic Affairs, the Athletic Training Program Admission, Progression, and Retention Committee, and/or the appropriate Athletic Training Program academic administrator.
3. Improper use of social media may result in being sued for defamation, invasion of privacy or harassment.
4. Occurrences of inappropriate use of social and electronic media may be submitted to the State Board, which may affect licensure or eligibility for licensure.
5. The use of pseudonymous email addresses or online identities can be investigated and traced, so their use does not protect the student from responsibility and any liabilities related to posting online materials and or social media.
6. Students must promptly report any identifiable breach of confidentiality of privacy in regard to self, other athletic trainers, and /or other athletic training students.
7. Students must be knowledgeable of hospital and healthcare institution policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality, as well as their application to social and electronic media.
8. The Athletic Training Program may take action to dismiss any student from the athletic training program who violates the social media statement.
9. Students may not transmit any electronic media of any patient-related information or image that violates patient rights to confidentiality or privacy or to otherwise degrade or embarrass the patient and/or families.
10. Students must not share, post, or otherwise disseminate any information (including images) about a patient or information gained in the athletic trainer-patient relationship with anyone, unless there is care-related need to disclose the information or other legal obligation to do so.



11. Students must not use social media during clinical hours or at any time on the clinical agency's equipment or property.

#### MISUSE OF ELECTRONICS OR SOCIAL MEDIA

Engaging in inappropriate or irresponsible conduct using any ASU affiliated webpage, email, and/or social media resource is strictly prohibited. The use of social media sites (Facebook, Instagram, TikTok, Twitter, LinkedIn, YouTube, Flickr, Snapchat, etc.) to harass, cause bodily and/or mental harm or used to violate the law is also prohibited. Students who are alleged to be in violation of misuse of electronic or social media sites will be subject to criminal or civil penalties, as well as university disciplinary actions. Some examples include but are not limited to the following:

- Derogatory language or demeaning statements about or threats to any third party;
- Inappropriate or incriminating images depicting hazing, sexual harassment or sexual misconduct, vandalism, fighting, stalking, underage drinking, illegal drug use, pornography or any other inappropriate behavior; or inappropriate language;
- Content that violates state or federal law;
- Information or images that could be considered obscene or untrue;
- Content that harasses third parties.

#### **E.2.c. Professional Relationships Policy**

Athletic Training students are often placed in unusual and sometimes uncomfortable situations due to the relationships formed during their educational process. It is important that athletic training students maintain a professional demeanor during their clinical education experiences. All relationships must remain professional and should never become personal. Disciplinary action will be taken if professional relationships are broken. Below are guidelines regarding your interaction with different individuals you will encounter throughout your experiences. If you have any questions regarding your relationships with any of the following individuals, please contact the clinical education coordinator or program director.

## 8. Health and Safety Policies

### A. Bloodborne Pathology Policy

Albany State University Athletic Training Program is committed to providing a safe learning and clinical education experience for all of our athletic training students. Albany State University and all other clinical sites are required to follow bloodborne pathogen standards and provide the ATS with all of the appropriate materials to protect their health and safety during the clinical experience. The following procedures should be followed during all classes and clinical education experiences:

1. Gloves and other personal protective equipment must be worn at all times when in contact with body fluids, including blood.
2. Soiled supplies and disposable sharps must be disposed of in red biohazard waste bags and/or sharps containers.
3. If bleeding occurs outside of the athletic training facility, all soiled items must be contained in a plastic bag and disposed of as soon as possible in the appropriate biohazard container.
4. All blood spills must be cleaned following the appropriate procedures.
5. Report any exposure to body fluids to your preceptor and clinical coordinator/program director as soon as possible.
  - a) Follow all guidelines for reporting exposure as outlined by the site.
  - b) It is highly recommended that the ATS seek out medical guidance and be tested for any blood borne pathogens.
  - c) Note that students are responsible for all fees associated with the doctor's visit and laboratory testing.

In addition, all Athletic Training Students will undergo Blood Borne Pathogen training prior to the start of the program and then reviewed annually prior to the start of the second year of the program. Additionally, students will annually sign the MSAT Bloodborne Pathology Policy form.

### Communicable and Infectious Disease Policy

Prior to starting clinical education experiences, students must have updated immunization records on file, which include: Hepatitis B, MMR, varicella, tetanus, diphtheria, pertussis (TDaP). The ATS is responsible for keeping all immunizations up to date and submitting appropriate documentation to your clinical coordinator

Communicable Diseases (as cited by the Center for Disease Control) include, but are not limited to bloodborne pathogens, conjunctivitis, diarrheal diseases, diphtheria, hepatitis, herpes simplex, measles, meningococcal infections, mumps, pertussis, rubella, scabies, streptococcal infection, varicella, and viral respiratory infections. Communicable diseases are transmitted through physical contact, air (cough, sneeze, etc.), ingestion or injection and through animals.

To prevent transmission of communicable and infectious diseases athletic training students must follow proper hand washing techniques and practice good hygiene. All sites are required to provide students access to appropriate blood-borne pathogen barriers and control measures.

The ATS must follow Universal Precautions and should not participate in patient care if exhibiting symptoms of a communicable disease. If a student is suspected of having a communicable disease they must report to the Albany State University health center or their personal physician for evaluation and care. The ATS must notify the AT Program Director and/or the Clinical education coordinator and will be relieved from their clinical assignments until cleared by a physician to return. Appropriate medical documentation is necessary before returning to your clinical assignment. The clinical education coordinator will communicate with the preceptor regarding your absence.

### **Venue-Specific Health & Safety Procedures**

Throughout the course of the curriculum, students will be exposed to a variety of clinical settings. Each location will be unique in its policies, procedures, equipment, and expectations. Prior to the start of each clinical rotation, students are responsible for meeting with their preceptor to review health and safety guidelines for the facility. This includes EAPs, the location of personal protective equipment, exposure procedures, and any other training required by the particular facility. Students should discuss with their preceptor their roles and responsibilities in various situations and how patients will be able to differentiate between the student and other healthcare providers on a daily basis. Additionally, the Coordinator of Clinical Education will regularly request equipment calibration and maintenance reports from the facilities to ensure the safety of all individuals using the equipment.

### **D. Health and Wellness Resources**

Master of Athletic Training students have access to the university wellness resources on campus, including access to medical and counseling services. If the athletic training student is in need of medical or mental health care after normal business hours or during the summer months, students should obtain care at their local emergency department or urgent care center. In the case of an emergency call 911 for mental health needs. If students are on campus after hours or during the summer months and need assistance, they should contact the ASU 24/7 Support Line 883-855-0083.

Albany State University 24/7 Support Line: 883-855-0083

<https://www.asurams.edu/student-wellness-resources.php>

<https://asuwellnesshub.com/>

State of Georgia Department of Behavioral Health and Developmental Disabilities

Georgia Crisis and Access Line 1-800-715-4225 available 24/7

<https://www.georgiacollaborative.com/providers/georgia-crisis-and-access-line-gcal/>

## 9. Clinical Education Requirements

### A. Purpose

The purpose of clinical education experiences are to provide students with the opportunity to work under the supervision of preceptors (athletic trainers, physicians, etc.) while gaining crucial, real life experiences in athletic training. Through these experiences, students will integrate cognitive and psychomotor skills by applying classroom theory to clinical experiences.

### B. Clinical Education Prerequisites

Prior to the start of clinical education experiences, students must submit the following items to the program coordinator or director:

- Current physical examination and immunizations record
- Health Insurance
- HIPAA and OSHA Certifications
- Statewide Criminal Search
- Fingerprint Clearance
- Child Abuse Clearance
- 10 panel urine drug test

Program Director Submission:

- Signed statement of technical standards specified by the profession
- CPR/AED for the Professional Rescuer or Health Care Provider certification
- Annual communicable disease and blood-borne pathogen training

### C. Mandated Reporter Training certificate

### D. First Aid & CPR/AED Requirements

Athletic Training Students will be responsible for basic first aid under the supervision of their preceptor. Therefore, students must maintain current certifications in First Aid and CPR/AED for the Health Care Provider. The Health and Human Performance Department will offer recertification courses annually. It is the responsibility of the athletic training student to attend initial and recertification training, successfully complete the certification courses, maintain certification at all times and keep record of their certifications.

### E. Clinical Sites and Contacts

Sites and preceptors vary each year. Please see Section I: People You Should Know for updated information. The clinical education coordinator has a complete listing of all sites and contacts.

### F. Placements

Students are required to complete a total of five clinical education experiences. Each clinical course is scheduled to focus on particular skills and populations. The clinical experiences are designed to be progressive in nature to build up to supervised autonomous practice. The Coordinator of Clinical Education will assign students to a variety of athletic training and

other healthcare settings. During the first year of the program, clinical locations will be within the local region. To prepare for the second year of the program, students should work with the Clinical Education Coordinator to determine experiences that meet their future career goals and potentially identify experiences that are located outside of the immediate area. Final clinical site assignments are at the discretion of the Coordinator of Clinical Education.

Athletic training students will be assigned to clinical rotations based on a variety of factors which include, but are not limited to the following:

1. Clinical experiences needed for program completion
2. Academic focus of the clinical rotation
3. Available clinical sites
4. Number of preceptors
5. Preceptor area of expertise

Albany State University's MSAT uses a learning over time model to progress students towards autonomous practice of athletic training. Through the prescribed course and clinical progression and associated course competencies, students will learn didactic content and practice their clinical skills in a progressive manner. This model reinforces knowledge and skills in order for students to be successful in the classroom, clinical, and ultimately in their careers.

First-year clinical experiences expose students to clinical sites that have multiple preceptors and/or experiences that focus on the development of foundational skills. Second-year clinical experiences are more advanced with preceptors who help develop autonomous practice in the clinical setting. This is discussed and taught during preceptor training to ensure the preceptors are aware of allowing the athletic training student to engaged in supervised yet autonomous practice. Preceptors will help students develop advanced critical thinking and problem-solving skills in immersive experiences as they prepare for entry-level athletic training employment.

In order to ensure a balance between academic, clinical experiences and out of school obligations, required hours are set for each clinical education experience. On average, students spend approximately 15-20 hours per week at their clinical education location. These hour ranges were set to ensure students obtain optimal clinical experiences, while trying to maintain time for academic coursework, personal responsibilities, and self-care. During immersive experiences, students will spend no more than 40 hours per week at the site.

<b>Semester/Year</b>	<b>Course Insert #</b>	<b>Focus</b>	<b>Immersion</b>	<b>Required Hours</b>
Fall 1	Clinical I AATR 5610	Immediate Care	No	200-300 hours
Spring 1	Clinical II ATTR 5620	Evaluation/TherEx	No	200-300 hours

Summer 2	Clinical III ATTR 5630	Evaluation/TherMod	Yes	100 hours
Fall 2	Clinical IV ATTR 6610	Emergency Care	Yes	300-400 hours
Spring 2	Clinical V ATTR 6620	Comprehensive Skills	Yes	300-400 hours

The Master of Athletic Training program believes in equal educational opportunities for all students, including placements in clinical education sites. The program follows Albany State University's non-discrimination policy for admissions and educational opportunities that is found in the College of Graduate Studies catalog. The MSAT will not discriminate in clinical placement based on race, gender, religion, age, national origin, and other characteristics listed in the university policy.

### **G. Immersive Clinical Experiences**

During the second year of the MSAT program, students will experience two (2) immersive clinical placements. The purpose of an immersive experience is for second year students to fully engage in a clinical experience that exposes them to the full scope of athletic training on an everyday, multi-week basis. During these immersive experiences, students will not have on-campus academic responsibilities, but will have assignments related to the didactic portion of the clinical course. Additionally, some semesters will have online courses running concurrently.

For each immersive experience, students will be assigned to a preceptor at the site. Students must abide by the required minimum and maximum clinical hours during the immersive clinical experience, but the experience should mimic the regular hours of the preceptor. The student is expected to be in attendance at the clinical site during the time the preceptor is at the clinical site.

Clinical sites in the surrounding area are available and will be used for all immersive clinical experiences. During Fall and Spring 2, students may elect to participate in a clinical immersive experience outside of the region. Students who wish to do this are expected to communicate with the Clinical Education Coordinator, as soon as possible, so an appropriate Clinical Agreement with the site can be secured. Students may not obtain clinical experiences with any site in which there is not an appropriate Clinical Agreement.

### **H. Clinical Progression**

The Albany State University MSAT uses a learning over time model to progress students towards autonomous practice of athletic training. Through the prescribed course and clinical progression and associated course competencies, students will learn didactic content and practice their clinical skills in a progressive manner. This model reinforces knowledge and skills in order for students to be successful in the classroom, clinical, and ultimately in their careers.

Students must be successful in their classroom learning in order to be equipped for hands on clinical patient care practice. Therefore, students will be given a cumulative clinical examination at the conclusion of each clinical education course (ATTR 5510, 5620,5630). Students who do not successfully pass the clinical exam, with a 70% or above, will not be able to progress to the next clinical experience until they pass the exam. Students will however have the opportunity to retake the exam up to 3 times, prior to week 3 of the next semester.

### **H.1. Cumulative Clinical Examinations**

Students must be successful in their didactic learning in order to be equipped for hands-on clinical patient care practice. Therefore, students will be given a cumulative clinical examination at the conclusion of each clinical 1 (ATTR 5610), 2 (ATTR 5620), and 3 (ATTR 5630). Students who do not successfully pass the cumulative clinical exam, with a 70% or above, will not be able to progress to the next clinical experience. Students will be given additional opportunities to pass the exam if they are not successful on the first attempt. If students are unable to pass the exam by the third attempt, they will be referred to the program director for consultation. Students must pass the cumulative clinical examination by the third week of the subsequent semester to prevent the incomplete from becoming a failing grade. (See university policy for incomplete grades). If the student is not successful by the third week of the subsequent semester, the student will be removed from the program. Students will be able to reapply for the program the following summer semester and will be reinstated pending a passing grade on the clinical exam.

### **H.2. Comprehensive Exam (ATTR 6400)**

During the second fall semester of the program, students will enroll in ATTR 6400. This is a zero (0) credit course to prepare students for the comprehensive examination which is administered near the end of the fall semester. The comprehensive examination incorporates three sections: written knowledge, practical skills, and written simulation. Students complete all three sections of the examination on the assigned test date. A score of 70% or higher on each section of the examination is considered passing and indicates that a student is eligible to progress to the final clinical experience of the program. If a student does not achieve a passing score, they may petition the program director to retake that section of the examination. Students do not need to retake sections in which they have successfully passed. If the student does not pass after the second attempt, recommendations for remediation are made by the program director. Students must pass the cumulative comprehensive examination before the following spring semester begins in order to continue on in the MSAT program clinical progression. Students will have a max of three attempts to pass the comprehensive exam. Students that are unable to pass the examination by the beginning of the following spring semester, will be removed from the program. Students will be able to reapply for the program the following summer semester and will be reinstated pending a passing grade on the comprehensive exam.

### *Incomplete Grade Policy*

In the event that any information contained within this policy conflicts with any Board of Regents (BOR) policy, the BOR policy controls. The purpose of this policy is to outline the University's processes for awarding and resolving incomplete grades.

### *Definitions*

**Incomplete Grade** – A temporary grade that can be given by the instructor of record when a student does not complete course assignment(s) due to circumstances beyond their control.

Incomplete grades should only be granted under the following circumstances:

- The student has completed the majority of work in the course and is making satisfactory progress towards passing the course (i.e., the student can reasonably make a passing grade in the course if missing assignment(s) are completed).
- Due to reasons judged by the instructor to be legitimate, and/or circumstances beyond their control where the student is unable to complete their coursework
  - o Medical (e.g., physical, or psychological emergencies)
  - o Personal (e.g., death in the family, family crisis, etc.)
  - o Financial (e.g., loss of sole-supporting job, head of household challenges, mandatory job changes)
  - o Other (e.g., university approved travel, legal issues, government mandated appearances such as jury duty, military deployment, etc.).
- The student's coursework can be completed within a prescribed time frame on or before the university deadline as outlined below. Grades will automatically default to an 'F' if outstanding coursework is not completed on or before the deadline. The deadline will not extend beyond one calendar year following the final day of the semester for which the incomplete was awarded. An incomplete grade may not be considered as earned hours or passing for purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, or other purposes.

### **H.3. Clinical Competencies**

The CAATE 2020 Standards list the core clinical competencies that must be completed as part of the athletic training students' curriculum. ATS completion of these competencies will be monitored and graded using ATRACK. Students are provided a mapping of the competencies in the handbook, program framework, and each course syllabus. Students must complete and "pass" the activities and assignments associated with each clinical competency listed on their course syllabus. It is the responsibility of the student to inform the preceptor which skills they need to complete each week and initiate practice sessions. Students that have not passed each competency associated with the course will not receive full points, which will impact the student's overall grade in the course. All competencies for the course must be at least attempted during the assigned semester, students that have not attempted all competencies for the course, will receive an "F" for the course.

### **H.4. Student Evaluations**

Athletic Training students are to be evaluated by the preceptor using the forms provided on ATRACK. Students will be evaluated on their professionalism, competency, technical skills,



and other related areas. Additionally, students are required to complete self-evaluations of their clinical education experiences using the forms provided on ATRACK. The ATS and preceptor should discuss the evaluation summary prior to completion of the clinical experience.

### **I. Communication with Preceptor**

Students are expected to maintain regular contact with their preceptor. Prior to the start of each clinical rotation, students should discuss with the preceptor their preferred method of communication (email, text, phone call). Students should discuss their schedule prior to the start of the clinical and note any requested days off for special events or other obligations. In the case of an emergency that will not allow the student to attend clinical that day, the student should notify the preceptor and clinical education coordinator. There are occasions when the ATS may request additional days away from clinical due to unseen circumstances; these must be approved by the clinical education coordinator and preceptor to ensure that students will still receive the required learning experiences.

Additionally, it is the responsibility of the student to know the learning outcomes associated with each clinical education course. The ATS must be proactive in communicating the activities, assignments, and standards with the preceptor at the start of the clinical experience. The student must take the initiative to practice these skills and ask the preceptor for opportunities to practice and receive feedback. It is not the preceptors' responsibility to make sure that you complete the requirements; they are there to facilitate learning and provide constructive feedback. Do not wait until the end of the semester to complete your requirements.

### **J. Transportation Policy**

Students are required to obtain their own transportation to and from assigned clinical sites. Students will not be reimbursed for mileage or gas. Attempts will be made to keep clinical sites within the local region, but due to the availability of locations and the number of athletic training students some students will be expected to travel a distance to their clinical site. In addition, some of the more "prestigious" assignments may be located outside of the local region. If you believe that transportation will be a concern for you, please discuss these concerns with the clinical education coordinator prior to the assignment of the clinical experience. Sites might be available via public transportation. For the ideal clinical experience, the student must provide his or her own personal means of transportation.

Students assume full responsibility for incidents that may occur while traveling to and from the clinical experience or while participating in the clinical experience provided by the university. The student should not hold Albany State University and/or related agencies liable if an accident/incident is to occur.

**J.1. Carpool Policy.** If students are not able to secure their own transportation or multiple students are assigned to the same clinical education site, carpooling may occur. In these situations, students are responsible for coordinating their schedules and providing reimbursement for travel expenses including gas, parking, and/or tolls.

### **K. Away Contest Travel policy**

Athletic training students may only travel to away contests if their supervising preceptor is also traveling to the event. Athletic training students may not volunteer for unsupervised travel in the role as a “first responder” and “first aider”. All athletic training students must provide care under the direct supervision of their preceptor and this individual must be present to intervene if necessary. Any unsupervised student travel is in direct non-compliance of the CAATE Standards. If you wish to travel to an away contest without a preceptor you will attend the event as a spectator. You will be responsible for your own transportation and you must sit in the stands as a spectator.

### **L. Remuneration for Services**

Athletic training students are not to be paid for any services rendered in the context of their clinical education experiences. If a student is found responsible for accepting payment for clinical education services, they will be held responsible through the athletic training program conduct system.

### **M. Clinical Requirements during Preseason and/or Breaks**

The athletic training student will be required to participate in pre-season, winter season and post-season clinical experiences. Each clinical site has a particular schedule that will be coordinated with the Clinical Education Coordinator. The ATS is expected to participate in the clinical prior to the season in the fall (pre-season) during the winter break (winter season) and post season experiences pending on the status of the ATS and teams. Please see the Clinical Education Coordinator for details concerning clinical assignments.

### **N. Inclement Weather Policy**

If Albany State University cancels on-campus classes all clinical education experiences are also canceled. If the university has not canceled classes, but hazardous travel conditions exist for specific clinical sites, the student should evaluate the weather/travel situation with their preceptor and the clinical education coordinator. Decisions to cancel clinical experiences for the day will be made on a case-by-case basis.

Students will be alerted via email if the university is closed. Students should sign up for university alerts in their Banner Web Account.

Please make arrangements with your preceptor to determine the appropriate method for communication if activities are canceled at your clinical education site.

### **Preparing For Emergencies: Do Your Part!!!**

Emergency Action is required whenever safety is threatened. The primary focus is to ensure safety and prevent the loss of life to all faculty, staff, students, and visitors. The secondary concern is protecting property. In order to be prepared, you should:

- Familiarize yourself with the emergency procedures and evacuation routes
- Assess situations quickly and thoroughly, using common sense to determine your course of action
- Evacuate in an orderly manner when directed to do so by emergency personnel or at the sound of an alarm

- Discuss emergency communication plan with your family
- Keep a printed list of phone numbers for family and friends
- Designate an out of town emergency contact person that can be called so that family and friends can check in and relay messages
- Take CPR/First Aid classes and participate in training programs offered by Albany State University geared toward emergency preparedness

Additionally, faculty members should direct their students in emergency situations. Before an emergency takes place, faculty members should discuss where students should meet upon receiving an evacuation order. They should also stay in groups so that students can be easily accounted for.

### *Stay Connected!!!*

Emergency situations, such as natural disasters, health scares, and threats of violence, shed light on the fact that we must always be fully prepared. Accordingly, Albany State University has implemented a service to enhance communication and emergency preparedness. Blackboard Connect 5 is a mass notification computer-based program used to send text messages, e-mails, and voice messages to faculty, staff, and students. The system allows students to add up to ten telephone numbers which adds to our ability to provide an environment in which students, employees, and parents can feel safe and informed. Albany State University is working hard to provide you with the latest in priority messaging technology.

### Emergency Notification System

The Blackboard Connect 5 and Early Warning Siren System are in place to notify faculty, staff, students, and visitors of potential disasters, inclement weather, active shooter situations, and any other activities on campus. The system WILL NOT be used for routine communications.

### Timely Warnings and Emergency Notifications **TIMELY WARNINGS:**

In the event that a serious crime arises, that, in the judgment of the Chief of Police or the College Administration, constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. The warnings are sent out as soon as the pertinent information is available. Timely Warnings will be issued in a manner likely to reach the entire campus community, therefore they will be issued through the Connect 5 system to students, faculty, and staff. The message will usually contain guidance about how to avoid victimization and contact information in addition to the actual warning. Anyone with information warranting a timely warning should report the circumstances to the ASU Police Department by phone at 229-430-4711 or in person at the following locations: 504 College Drive, Albany, Ga 31705 (Radium Springs, East Campus) or 2400 Gillionville Road, Albany, Ga 31707 (Gillionville, West campus).

### EMERGENCY NOTIFICATIONS

In the event that any significant emergency or dangerous situation occurs involving an immediate threat to the health or safety of students, faculty, and staff on the campus then an

“Emergency Notification” will be issued without delay upon confirmation of the emergency by responsible authorities. Notifications can be localized to one area or building, but they may also be issued campus wide. Means of dispersal of the notification will be dependent upon the nature of the emergency.

Messages will be disseminated through the following avenues:

- Internet: When an incident occurs, updates can be posted on the Albany State University home webpage at <http://www.asurams.edu> or the ASU PD Facebook page at ASU PD.
- E-mail: E-mails are sent via Connect 5 to all students, faculty, and staff members that currently have an active ASU e-mail account. If for whatever reason you do not have an email account, please contact the Technology Services Help desk at (229) 500-4357 or [helpdesk@asurams.edu](mailto:helpdesk@asurams.edu).
- Outdoor Early Warning Siren: This system is designed to alert the University Community of emergencies through sirens and prescribed messages. These emergencies include Tornado Warnings, Severe Thunderstorm Warnings, and other severe incidents in which immediate forewarning is required. This system is designed to reach the outdoor areas of campus.
- The Albany State University Dispatch Center is the coordination center for siren activation for Albany State University. All dispatchers have the authority to activate warning systems. (Connect 5 and Sirens) The dispatcher on duty is also responsible for notifying the Albany 911 Center of warning siren activation. Albany State University’s Radium Springs, East campus outdoor sirens are manually activated whereas the outdoor sirens on the Gillionville, West campus are connected to the City of Albany therefore there will be a slight delay in activation.
- Indoor Alarm Systems: This system is designed to alert the College Community located inside of the buildings of emergencies through weather radios, bells, and/or prescribed messages. These emergencies include, Tornado Warnings, Severe Thunderstorm Warnings, and other severe incidents with which immediate forewarning is required. The fire alarm systems in the Billy C. Black building are connected to the outdoor warning system therefore the warning sirens can be heard inside of the building.
- Media Communications: The Office of University Communications is responsible for any news media contacts to include; development and distribution of press releases, and initiate news broadcasts in reference to suspension of University operations with the approval of the President. In addition, the Office of University Communications will assist in the development and/or distribution of information to faculty/staff. Additional outlets are ASU Radio 92.7, Courier message service, ASU police vehicle intercom system, and electronic bulletin board.

Faculty, staff and/or students will direct all requests for information from the news media to the Office of University Communications. Staff and/or faculty are not authorized to communicate with the media without receiving prior approval from the University Communication Director or the President.

When the Incident Command system is established in most situations the University Communication Associate VP/IA or the President will serve as a member of the command staff in the position of Public Information Officer.

<https://www.asurams.edu/docs/asu-police/Emergency%20Operations%20Plan%202019-LW%20web%20draft%208-20.pdf#search=inclement%20weather%20policy>

## **O. Dress Code/Appropriate Attire**

Athletic training students are expected to represent Albany State University and the Athletic Training Program in a positive manner through both their behaviors and personal appearance. Students must adhere to the dress code at all clinical sites. If in doubt, ask your preceptor

### 1. Daily Dress Code

- a) Students must wear their ASU issued name tag at all clinical sites
- b) Khaki/tan or gray/black pants or shorts
  - 1. No Jeans!
  - 2. Shorts must be longer than the fingertips!
- c) Professional wear that does not interfere with athletic training work. Polo's button down, sweaters, long sleeve shirt are appropriate.
  - 1. Must wear professional wear for general medical and rehabilitation rotations
  - 2. Shirts must be tucked in at all times!

### 2. Game Day Dress Code

- a) Khaki/tan or gray/black pants or shorts
- b) AT polo shirt or school designated clothing
- c) Dress clothes are acceptable for most indoor sports

### 3. Inclement Weather Dress Code

- a) Albany State University or plain colored jacket, fleece or pull-over.
- b) Wind pants, boots, sneakers, wind breaker or rain jacket

### 4. General Guidelines

- a) Footwear must be appropriate to the clinical setting. Dress shoes or sneakers are required. Sandals, flip-flops, clogs, crocs, and high heels are not permitted.
- b) Hats are not permitted in the athletic training facility or clinic. Albany State University hats/visors or those without a logo may be worn outside but must be worn appropriately.
- c) Hair must be pulled back or kept out of the face to prevent interference in patient care. Facial hair is permitted as long as it is kept neatly groomed. Hair must be a natural color.
- d) Fingernails are encouraged to be kept short and trimmed to prevent interference in patient care. Fingernails and eye lashes must be natural length.
- e) Minimal amounts of jewelry may be worn, but should not interfere with the ability to provide treatments and care. (No long earrings, dangling necklaces, bulky rings, or lip piercings, etc.) No facial piercings should be worn at clinicals (eye, nose, lip, etc)
- f) Tattoos should be covered up to the best of your ability. Offensive body markings must be fully covered. Final decisions of appropriate tattoo coverage is up to the discretion of the specific clinical education site.

## **P. Clinical and Program Evaluations**

Athletic training students will have the opportunity to evaluate their preceptors and clinical sites through the form provided on ATRACK. These evaluations should be completed at the

conclusion of the clinical education experience, but no later than the last day of classes for the semester. This feedback is extremely important in evaluating the quality of educational experience that our students are obtaining and helps the Clinical Education Coordinator determine if the preceptor and site should be used for future experiences. Please remember that if you have concerns regarding the preceptor or clinical site during semester, bring them to our attention immediately. Do not wait until the end of semester evaluation.

Athletic Training students and preceptors will be given the opportunity to evaluate Albany State University's Athletic Training Program at the conclusion of each year. The athletic training program evaluation form will be accessible through ATRACK and will include evaluation of the program director, clinical education coordinator, educational experiences and the program in general. We value student feedback and appreciate your help in improving our program.

## 10. Other Program Opportunities

### A. Athletic Training Student Organization – (Goals to be Developed)

### B. In Service Training/Educational Opportunities

Throughout each semester, the Athletic Training Program will conduct in-service training and educational sessions. Many of these events are considered to be a part of your clinical education experience and are reflected in your course syllabi. Therefore, it is required that all athletic training students attend all scheduled events. The in-service training will include required sessions in blood borne pathogens, First Aid, CPR/AED, spinal injury management, etc. Educational opportunities will include guest speakers from the medical community that will discuss the latest topics related to the profession of athletic training. If a student has a particular topic in which they would like presented, they should discuss their interest with the Program Director or Clinical Education Coordinator. If a student is unable to attend an in-service training or educational event, he/she must notify the Program Director or Clinical Education Coordinator prior to the scheduled event. If it is determined that the student has a reasonable excuse for missing the event, accommodations for a comparable make-up session will be made.

### C. Professional Organizations

Membership in professional organizations provides an opportunity for students to become involved in the profession prior to certification. Athletic training students are highly encouraged to become active in the state, regional and national organizations. Membership in the organization allows you to attend annual conferences, apply for scholarships and network with peers and professionals in the field. It will be required that all students become members of the NATA during the first year of the curriculum.

#### **National Athletic Trainers' Association (NATA) [www.nata.org](http://www.nata.org)**

The National Athletic Trainers' Association (NATA) is the professional membership association for certified athletic trainers and others who support the athletic training profession. Founded in 1950, the NATA has grown to more than 30,000 members worldwide today. The majority of certified athletic trainers choose to be members of the NATA – to support their profession, and to receive a broad array of membership benefits.

#### **Southeast Athletic Trainers' Association (SEATA) [www.seata.org/](http://www.seata.org/)**

The Southeast Athletic Trainers' Association (SEATA) is District IX of the National Athletic Trainers' Association. It is a not-for-profit organization dealing with the concerns of its members and the profession of athletic training as a whole. This association was first started back in 1950. Initially comprised of the members of the Southeastern Conference schools, this district is represented by Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, Tennessee, Puerto Rico, and the Virgin Islands.

**Georgia Athletic Trainers' Association (GATA) [www.athletictraining.org/](http://www.athletictraining.org/)**

The GATA is an organization committed to education of its members and enhancement of the profession of athletic training, leading to better healthcare for the population which it serves. The GATA is proudly composed of licensed athletic trainers in many different settings. Over 1000 licensed athletic trainers from professional, collegiate, and high school teams to industries, physician offices, military bases, and rehabilitation clinics all work together to promote and practice the profession of athletic training within the state of Georgia.

**Other Professional Organizations**

- American College of Sports Medicine
- National Academy of Sports Medicine
- National Strength and Conditioning Association



## 11. APPENDICES

### Appendix A – Athletic Training Glossary

**ATHLETIC TRAINING GLOSSARY  
COMPILED BY  
ATHLETIC TRAINING STRATEGIC ALLIANCE INTER-AGENCY TERMINOLOGY WORK  
GROUP**

**The following document is used to provide common definitions  
to be used across the athletic training profession.  
Revised 5/2019**

**Academic plan:** The document that encompasses all aspects of the student’s classroom, laboratory, and clinical experiences. Also called a specimen program or curriculum plan.

**Academic year:** Two academic semesters or three academic quarters.

**Affiliation agreement:** formal, written document signed by administrative personnel, who have the authority to act on behalf of the or affiliate, from the sponsoring institution and affiliated site. This agreement defines the roles and responsibilities of the host site, the affiliate, an the student. Same as the memorandum of understanding.

**Appropriate administrative authority:** Individuals identified by the host institution and, when applicable, the affiliate who have been authorized to enter an agreement on behalf of the institution or affiliate. The individuals having appropriate administrative authority may vary based on the nature of the agreement.

**Assessment plan:** See Comprehensive Assessment Plan

**Clinical education:** The application of athletic training knowledge, skills, and clinical abilities on an actual patient base that is evaluated and feedback provided by a preceptor.

**Clinical site:** A physical area where clinical education occurs.

**Communicable disease:** A contagion that may be directly transmitted from person-to-person or by a person from an inert surface.

**Comprehensive Assessment Plan:** The process of identifying program outcomes, collecting relevant data, and analyzing those data, then making a judgment on the efficacy of the program in meeting its goals and objectives. When applicable, remedial or corrective changes are made in the program.

**Course/coursework:** Courses involve classroom (didactic), laboratory, and clinical learning experience.

**Curricular Plan:** See Academic Plan

**Degree:** The award conferred by the college or university that indicates the level of education (baccalaureate or masters) that the student has successfully completed in athletic training.

**Direct patient care:** The application of athletic training knowledge, skills, and clinical abilities on an actual patient.

**Distant learning site:** Classroom and laboratory instruction accomplished with electronic media with the primary instructor at one institution interacting with students at other locations. Instruction may be via the internet, telecommunication, video link, or other electronic media. Distance education does not include clinical education or the participation in clinical experiences.

**Emergency Action Plan:** A venue-specific “blueprint” used for the management of medical emergencies. See: <http://www.nata.org/sites/default/files/EmergencyPlanningInAthletics.pdf>

**Faculty:** An individual who has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by institution policy and that are consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.

**Fees:** Institutional charges incurred by the student other than tuition and excluding room and board.

**Goals:** The primary or desired results needed to meet an outcome. These are usually larger and longer term than objectives.

**Health Care Professional:** Athletic Trainer, Chiropractor, Dentist, Registered Dietician, Emergency Medical Technician, Nurse Practitioner, Nutritionist, Occupational Therapist, Optometrist, Orthotist, Paramedic, Pharmacist, Physical Therapist, Physician Assistant, Physician (MD/DO), Podiatrist, Prosthetist, Psychologist, Registered Nurse, or Social Worker. These individuals must hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of Athletic Training. These individuals may or may not hold formal appointments to the instructional faculty.

**Higher education accrediting agency:** An organization that evaluates post-secondary educational institutions.

**Infectious disease:** A disease caused by microorganisms entering the body. An infectious disease may or may not be contagious.

**Laboratory:** A setting where students practice skills on a simulated patient (i.e., role playing) in a controlled environment.

**Major:** The designation as a major must be consistent with institutional and system wide requirements. Institutional documents (e.g., catalog, web pages) must list athletic training as a major.

**Medical director:** The physician who serves as a resource regarding the program's medical content. There is no requirement that the medical director participates in the clinical delivery of the program.

**Memorandum of understanding (MOU):** Similar to an affiliation agreement, but tends not to include legally binding language or intent.

**Monetary remuneration:** Direct cash payment received by students for athletic training services and/or time (e.g., hourly wage, work study).

**Objectives:** Sub-goals required to meet the larger goal. Generally, objectives are more focused and shorter-term than the overriding goal.

**Official publication:** An institutional document (printed or electronic) that has been approved by the appropriate institutional personnel.

**Outcome (program):** The quantification of the program's ability to meet its published mission. The outcome is generally formed by multiple goals and objectives. For example, based on the evaluation of the goals associated with the outcomes, each outcome may be measured as "met," "partially met," or "not met."

**Outcome assessment instruments:** A collection of documents used to measure the program's progress towards meeting its published outcomes. Examples of outcomes assessment instruments include course evaluation forms, employer surveys, alumni surveys, student evaluation forms, preceptor evaluation forms, and so on.

**Physician:** A medical doctor (MD) or doctor of osteopathic medicine (DO) who possesses the appropriate state licensure.

**Preprofessional student:** A student who is not formally admitted into the program. Preprofessional students may be required to participate in non-patient activities as described by the term Directed Observation Athletic Training.

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

**Professional development:** Continuing education opportunities and professional enhancement, typically is offered through the participation in symposia, conferences, and in-services that allow for the continuation of eligibility for professional credentials.

**Program Director:** The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the AT program.

**Release time (reassigned work load):** A reduction in the base teaching load to allow for the administrative functions associated with functioning as the Program Director and/or clinical coordinator.

**Retention:** Matriculating through the AT program culminating in graduation.

**Retention rate:** A time-based measure of the number of students who are enrolled at the state of the period being student (e.g., 1 year, 4 years) versus those enrolled at the end of the period. Retention rate is calculated as: number at end/number at start \* 100.

**Secondary selective admissions process:** A formal admission process used for acceptance into the AT major following acceptance into the institution. Secondary selective admissions is optional and determined by the program.

**Similar academic institution (Syn: Peer institution):** Institutions of comparable size, academic mission, and other criteria used for comparing metrics. Many institutions publish a list of peer institutions.

**Sponsoring institution:** The college or university that offers the academic program and awards the degree associated with the athletic training program.

**Stakeholder:** Those who are affected by the program's outcomes. Examples include the public, employers, the Board of Certification, Inc., and alumni.

**Team physician:** The physician (MD or DO) responsible for the provision of health care services for the student athlete. The team physician may also be the medical director; however, this is not required by the Standards.

**Technical standards:** The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

**Appendix B: Academic Progress Form**

**ALBANY STATE UNIVERSITY**  
**Athletic Training Program**  
**Academic Progress Form**

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

Cohort: \_\_\_\_\_

**Year 1****Summer 1:**

Course	Grade	Pass/Fail
ATTR 5100 – Emergency Medicine		
ATTR 5120 – Functional Anatomy		
ATTR 5200 – Introduction to Athletic Training		

Semester/Cumulative GPA	
Progress to next semester?	

**Fall 1:**

Course	Grade	Pass/Fail
ATTR 5310 - Lower Extremity Evaluation		
ATTR 5410 – Therapeutic Exercise		
ATTR 5500 - Nutrition		
ATTR 5610 – Athletic Training Clinical 1		

Semester GPA	
Cumulative GPA	
Clinical Comprehensive Exam Grade	
Progress to next semester?	

**Spring 1:**

Course	Grade	Pass/Fail
ATTR 5320 – Upper Extremity Evaluation		
ATTR 6130 – General Medical		
ATTR 5420 – Therapeutic Modalities		

ATTR 5620 – Athletic Training Clinical II		
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Semester GPA	
Cumulative GPA	
Clinical Comprehensive Exam Grade	
Progress to next semester?	

## **Year 2**

### **Summer 2:**

<b>Course</b>	<b>Grade</b>	<b>Pass/Fail</b>
ATTR 6120 – Psychological Aspects of Health		
ATTR 5330 – Injury Prevention and Risk Management		
ATTR 5630 – Athletic Training Clinical III		

Semester GPA	
Cumulative GPA	
Clinical Comprehensive Exam Grade	
Progress to next semester?	

### **Fall 2:**

<b>Course</b>	<b>Grade</b>	<b>Pass/Fail</b>
ATTR 5700 – Clinical Professionalism		
ATTR 6200 – Organization and Administration		
ATTR 6400 – Comprehensive Examination (pass / fail)		
ATTR 6610 – Athletic Training Clinical IV		

Semester GPA	
Cumulative GPA	
Clinical Comprehensive Exam Grade	
Comprehensive Examination in AT	
Progress to next semester?	

**Spring 2:**

<b>Course</b>	<b>Grade</b>	<b>Pass/Fail</b>
ATTR 6300 – Athletic Training Seminar		
ATTR 6500 – Professional Preparation		
ATTR 6620 – Athletic Training Clinical V		

Semester GPA	
Cumulative GPA	
Eligible for Graduation?	

### Appendix C: Clinical Course Focus, Description & Related Standards

Semester/Year	Course Insert #	Focus	Immersion	Required Hours
Fall 1	Clinical I AATR 5610	Immediate Care	No	200-300 hours
Spring 1	Clinical II ATTR 5620	Evaluation/TherEx	No	200-300 hours
Summer 2	Clinical III ATTR 5630	Evaluation/TherMod	Yes	100 hours
Fall 2	Clinical IV ATTR 6610	Emergency Care	Yes	300-400 hours
Spring 2	Clinical V ATTR 6620	Comprehensive Skills	Yes	300-400 hours

**Clinical I AATR 5610** This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be on evaluation and therapeutic exercise techniques.

**Prerequisite:** ATTR 5100, ATTR 5120, ATTR 5200

**Clinical II ATTR 5620** This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be on evaluation techniques and therapeutic modalities.

**Prerequisite:** ATTR 5310, ATTR 5500, ATTR 5410, ATTR 5610

**Clinical III ATTR 5630** This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be integrating evaluation and treatment techniques.

**Prerequisite:** ATTR 5320, ATTR 5420, ATTR 6130, ATTR 5620

**Clinical IV ATTR 6610** This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be emergency management skills through an immersive experience.

**Prerequisite:** ATTR 5330, ATTR 5630, ATTR 6120

**Clinical V ATTR 6620** This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be preparing for independent function as an entry-level athletic trainer.

**Prerequisite:** ATTR 5700, ATTR 6200, ATTR 6400, ATTR 6610



## **Appendix D: Technical Standards**

### **Albany State University Athletic Training Educational Program**

#### **Technical Standards for Admission**

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

Athletic training students will be required to verify that they understand and meet these technical standards or that they believe, with reasonable accommodations, they can meet the standards. If a student states he/she can meet the technical standards with reasonable accommodations in accord with Albany State University standards, the Director of Disability Services at Albany State University will review the student documentation and determine what academic accommodations can reasonably be provided by the university.

It should be understood by the student that any changes in the student's medical, physical or psychological status warrants re-examination of this form and possibly a change in the status of the student's accommodation needs and/or ability to continue in the program. Technical standards will be reviewed annually. It may be necessary to sign additional forms while attending Albany State University as an athletic training student if his/her status changes or if the program technical standards are modified.

Candidates for selection to the Master of Athletic Training program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. The sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurate, safe and efficient use of equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.

6. The perseverance, diligence and commitment to complete the athletic training curriculum as outlined and sequenced.
7. The flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. The affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training major will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Prior to acceptance to the program, the Athletic Training Program Director will take into account whether accommodations would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework and clinical education experiences deemed essential to graduation.

Note: Adapted from Guidelines for Technical Standards for Entry-Level Athletic Training Education

**Albany State University  
Master of Science in Athletic Training  
Technical Standards for Admission: Verification Form**

**Student Name:** \_\_\_\_\_  
(please print)

\*\*\*Please sign after only ONE of the following statements\*\*\*

**Statement for applicants NOT requesting accommodations:**

I certify that I have read and understand the “Technical Standards for Admission” listed above, and I believe to the best of my knowledge that I meet each of these standards. I understand that if I am unable to meet these standards I will not be admitted into the program.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian (if under 18)

\_\_\_\_\_  
Date

**Statement for applicants requesting accommodations:**

I certify that I have read and I understand the “Technical Standards for Admission” listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Office of Academic Success & Advising to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program or may not be able to complete the program.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian (if under 18)

\_\_\_\_\_  
Date

Albany State University’s Master of Athletic Training program recognizes that it has discussed the technical standards for admission with the applicant and has discussed accommodations (if necessary) with both the student and the Academic Success Center.

\_\_\_\_\_  
Signature of Athletic Training Program Director

\_\_\_\_\_  
Date

**Albany State University**  
**Master of Science in Athletic Training**  
**Student Statement of Understanding and Release**

I, \_\_\_\_\_ (Print Name), am a student at Albany State University and am enrolled in the Athletic Training Program.

I acknowledge that I have been informed of the following and that I understand the following:

1. That the athletic training program I have enrolled in may involve exposure to human body fluids and cell and tissue cultures that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. That exposure to infectious blood and other body fluids and cultures by contact through eye, mouth, blood, non-intact skin, or other method may put me at risk of contracting a blood borne infection.
3. That to protect myself from exposure to blood and other body fluid and cultures, I will wear protective apparel according to OSHA (Occupational Safety and Health Administration) standards and comply with applicable policies of the College and any hospital or clinical affiliate that I am attending.
4. That if I should become exposed by eye, mouth, blood, non-intact skin, or other method to blood or other human fluids or cultures, I will immediately report such incident to the program instructor or clinical affiliate supervisor.
5. That if such exposure should occur, I hereby authorize the College or the clinical affiliate to administer such immediate first aid as is deemed appropriate until medical help can be obtained.
6. That I hereby release and hold harmless Albany State University and, its employees, officers, agents, and representatives, including all hospital and clinical affiliates, from any liability for any and all injury, illness, disability, or death, including all costs for medical care, resulting from my exposure to infectious blood or other human fluids or cultures or the administration of emergency first aid after such exposure, during the course of my participation in the health division program, whether caused by the negligence of the College or otherwise, except that which is the result of gross negligence or wanton misconduct by the College.

Student Name \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Albany State University**  
**Master of Science in Athletic Training**  
**Acknowledgment of Progression Standards**

1. A grade of C (75) or better is required for all MSAT classes in order to advance to subsequent classes.
2. Students are required to take all MSAT courses in sequence, as per the program curriculum schedule.
3. Clinical rotations must be passed with a grade of 75 or better to graduate. In the event of unsatisfactory performance, one rotation may be repeated if deemed appropriate by the Academic Coordinator of Clinical Education, the Clinical Instructor, and the Program Director.
4. The MSAT Program reserves the right to discontinue, at any time, the enrollment of a MSAT student if, in the judgment of the Vice President for Academic Affairs, the MSAT faculty and the Chair of the Health and Human Performance, the student does not appear to have the necessary qualifications for a career as a MSAT.
5. Readmission of Returning Students
  - a. Any student who must re-apply to the MSAT Program will be admitted based on space available.
  - b. If accepted, placement will be determined after previous course work has been evaluated by the Program Director. The evaluation may result in repeating a course previously completed successfully for continuity of skill acquisition and/or professional knowledge.
  - c. Students must have a grade of C or higher in all MSAT courses. Students who fail a course must repeat the entire course. If the lecture part was passed but the lab was not, or vice versa, the class must be repeated in its entirety.
  - d. The MSAT Program has a “2 strikes and you’re out” policy. This may be 2 courses or failure of the same course twice. For example: Students who fail to maintain a C or higher in a class will be dropped from the program and must re-apply, it is considered one strike. If the student is re-admitted to the program and fails to maintain a C or higher in any class (not just the one previously failed), it is considered the second strike and they are out of the program and cannot re-apply. This also applies if a student fails to maintain a C or higher in any 2 classes in any given semester, it is counted as 2 strikes and they are dropped from the program and cannot reapply for admission.

I have read and understand the MSAT Program progression standards and policy for returning students. I accept responsibility for my learning and will maintain open communication with the program faculty and staff to facilitate the attainment of personal and program objectives.

Student Name \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Albany State University**  
**Master of Science in Athletic Training**  
**Code of Conduct, Confidentiality Statement and Honor Code**

As an athletic training student at Albany State University, I understand and agree that I must abide by the National Athletic Trainer's Association (NATA) Standards of Ethical Conduct and the laws governing the practice of athletic training in the state of Georgia as set forth by the Georgia Athletic Trainer's Association (GATA). I also understand and agree to abide by the policies and procedures of the Master of Science in Athletic Training Program, Albany State University Student Code of Conduct that include the rights of confidentiality, modesty, and dignity of all persons associated with the program including, but not limited to, patients, volunteer subjects, and fellow students. I agree to show proper respect at all times to patients, fellow students, guest lecturers, and faculty involved with the program. I agree to abstain from cheating or the appearance of cheating at all times. This includes discussion/sharing of any portion of a test or practical exam before all students have completed it, as well as duplicating/copying an original test without permission to do so. I agree to report any cheating or appearance of cheating that I might observe during the course of the program. Further, I understand that any person with intentional or involuntary violation of the honor code, including confidentiality, may be subject to permanent dismissal from the program.

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

Witness \_\_\_\_\_ Date \_\_\_\_\_

**Albany State University**  
**Master of Science in Athletic Training**  
**Drug Screen and Background Check Policy**

**Drug Screen Information**

Albany State University and the MSAT division maintain a no tolerance policy regarding use of drugs and/or alcohol when participating in the Athletic Training program. A student with a positive drug/alcohol screen will be denied participation and placement at a clinical agency and therefore permanently dismissed from the program due to the inability to complete the program requirements.

*Rationale*

Health care providers are entrusted with the health, safety, and welfare of patients/clients. The safety and welfare of patients/clients cared for by our students is of primary concern in all healthcare programs and the clinical agencies that provide essential clinical experiences for the students. The clinical agencies require a drug screen prior to the first clinical course to ensure compliance with The Joint Commission (TJC) standards.

*Procedure*

Successful completion of the ten (10) panel plus alcohol drug screen is required for all clinical courses. The screen includes testing for: Amphetamines, Barbiturates, Benzodiazepines, Cocaine Metabolites, Ethyl Alcohol, Marijuana metabolites, Methadone, Methaqualone, Opiates, Phencyclidine, and Propoxyphene metabolite. Cost of the drug screen is the responsibility of the student.

Written notification indicating either a positive or negative drug screen shall be provided to the program director. Notification of drug screening results can only be delivered in a manner that insures the integrity, accuracy and confidentiality of the information. Albany State University may refuse to accept any test result that does not meet the requirements of the policy and guidelines.

Negative test results must be kept on file for three years after the student's last date of attendance at the college. Positive test results must be maintained on file for five years after the student's last date of attendance at the college.

Drug screens will be performed as per clinical facility needs. Students will be required to complete drug screens prior to admission into the program, prior to clinical experience, and assigned randomly throughout the program. Once the drug screen is assigned, the student will have 24 hours to complete the screening process. Students are responsible for the cost of multiple drug screens as assigned throughout the program.

*Test Result Outcomes*

**Negative Drug Screen**

- Student is eligible for clinical placement

### Negative Dilute Drug Screen

- Specimen was too diluted to determine accurate results
- Requires another urine sample to be submitted
- STUDENT IS RESPONSIBLE FOR PAYING

### Positive Drug Screen

A positive drug screen is any instance in which a drug screening report shows a positive test for one or more of the drugs on the panel, as well as alcohol.

- Any student that tests positive will permanently be dismissed from the program.
- A grade of “F” will be recorded if the student does not officially withdraw.
- The only exception to a positive drug screen is if a valid prescription was presented at the time of the screening.

### Refusal to be Tested

- A student’s refusal at any point to be tested for drugs will result in permanent dismissal from the health program and forfeiture of any health scholarship.

#### Failure to Appear

- All drug screens must be completed within the time frame specified by the clinical director.
- A student who fails to appear for drug testing within the time frame given shall be treated as if a positive test result had occurred and will be dismissed from the program.

#### Readmission

The individual is will not be eligible for readmission to any health career program. However, the student may be eligible to continue taking classes at Albany State University that are not related to any Health Career Program.

### Disclaimers

- Successful completion of a drug screen for a Health Sciences Program does not ensure eligibility for licensure or future employment.
- Clinical agencies can require additional drug screens to be in compliance with policy.
- Failure to comply with this policy will preclude participation in clinical rotations.

#### Confidentiality of Records

Drug screening reports and all records pertaining to the results are considered confidential information with restricted access. The results and records are subject to the Family Educational Rights and Privacy Act (FERPA) regulations.

#### Criminal Background Check Policy

An extensive criminal background check (CBC), including, but not limited to, a county of residence and nationwide criminal history check, national sexual predator screening, motor vehicle driving record and sanction screening through the National Healthcare Data Bank is required by all clinical affiliates. Clinical placements are a mandatory component of the curriculum and will require clearance of a criminal background check. Students who do not clear



agency requirements are not eligible for clinical placement and will, consequently, be ineligible to continue in the program.

Student Name \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Albany State University**  
**Master of Science in Athletic Training**  
**Clinical Policy Acknowledgment**

1. Traveling out of town will be necessary. Students are responsible for their own transportation, food, and lodging during clinical rotations unless other arrangements are made by the clinical site or student.
2. Students must provide evidence of the following prior to the first clinical practicum:
  - a. Personal Health insurance, or signed decline of insurance form.
  - b. Completed health form, including evidence of initiation of the hepatitis B vaccine series, MMR, varicella vaccination, tetanus, diphtheria, and pertussis (TDaP).
  - c. Cardiopulmonary resuscitation (CPR) certification – American Heart Association Basic Life Support.
  - d. Malpractice insurance (available through Albany State University).
  - e. Drug screen
  - f. Background check
3. Clinical Practicums must be passed in order to graduate. In the event of unsatisfactory performance, a practicum may be repeated one time at the discretion of the program director.
4. Regarding the locations of placements for fieldwork rotations, input from the student will be taken into consideration. However, it is at the discretion of the Clinical Coordinator of the MSAT Program to determine final placements of all fieldwork rotations. Students will be required to drive up to 90 miles for one of the clinical placements.
5. Once clinical placements have been decided upon and the facilities have been contacted, changes to the locations of the clinical sites cannot be made.

I have read and understand the content of the Clinical Practicum Policy. By signing this acknowledgement, I understand that I am pledging my support to the policy and the educational reasons behind it. I will willingly accept clinical placement assignments which will further my growth and development as a MSAT student, and which will include the types of clinical rotations deemed necessary by the MSAT Program Faculty. Furthermore, I accept responsibility for my learning and will maintain open communication with the program faculty and staff to facilitate the attainment of personal and program objectives.

By signing below, I acknowledge that I have read, understand, and agree to the above clinical policies of the ASU MSAT Program, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

**Albany State University**  
**Master of Science in Athletic Training**  
**Student Release Form**

Instructions to the Students:

1. Please clearly print the information needed to release your immunization records to your clinical site.
2. Sign and date from.

**AUTHORIZATION FORM RELEASE OF MEDICAL INFORMATION**

I HEREBY AUTHORIZE Albany State University to forward my immunization record, drug screen results and background check to my clinical site(s) for the duration of my enrollment in this MSAT Program: Please print clearly.

\_\_\_\_\_  
(Student's Name)

\_\_\_\_\_  
(Student's Address)

\_\_\_\_\_  
(City) (State) (Zip)

\_\_\_\_\_  
(Program)

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Student's ID#)

\_\_\_\_\_  
(Date)

**Albany State University**  
**Master of Science in Athletic Training**  
**Student Statement of Understanding and Release**

Beginning Fall Semester 2014, all new students accepted into ANY Health Sciences, Nursing Program or Athletic Training Program at Albany State University will be required to show proof of active Medical Insurance coverage. This is a new Board of Regents of the University System of Georgia mandate, and not a Albany State University mandate. Proof of coverage must be submitted between August 1, 2018 and September 26, 2018.

<https://studentcenter.uhcsr.com/school-page>

Proof of coverage must be provided in one of the following ways:

- 1) Through a currently active parent plan.
- 2) Through a currently active individual or family plan.
- 3) Through a currently active Employer-Sponsored plan.
- 4) Through a currently active Albany State University Student Health Insurance Plan (SHIP).
- 5) Through a currently active Government-Sponsored Plan.

If a student fails to provide appropriate proof of coverage during the dates stated above, the student will be automatically enrolled (via the Business Office) into plan #4 above.

Additionally, Health Insurance coverage must be maintained by the student throughout the entire time that he/she remains enrolled and is actively progressing through his/her respective Health Sciences, Nursing, or Athletic Training Program. If a student fails to maintain Health Insurance coverage, then he/she will be immediately dismissed from his/her respective Health Sciences, Nursing, or Athletic Training Program for failure to maintain the mandatory coverage as required by the Board of Regents of the University System of Georgia. If you have any questions regarding this requirement, please contact your respective Program Director, the Health Sciences Division Office, or the Nursing Division Office.

I have read the above statement, and I understand the requirements as listed above and understand that my acceptance into any Albany State University Health Sciences, Nursing, or Athletic Training Program requires Mandatory Medical Insurance coverage.

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

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Printed Name

**Albany State University**  
**Master of Science Athletic Training**  
**Student Acknowledgment of Handbook and Compliance Form**

All Albany State University MSAT students are responsible for knowing the content included in and must comply with the policies, regulations, and procedures as set forth in the following documents:

- \_\_\_\_\_ ASU Catalog,
- \_\_\_\_\_ ASU Student Handbook,
- \_\_\_\_\_ ASU Student Code of Conduct Policy,
- \_\_\_\_\_ ASU MSAT Handbook
- \_\_\_\_\_ ASU MSAT Clinical Education Handbook
- \_\_\_\_\_ MSAT Program Progression Policy

As an active student at Albany State University in the MSAT program, I state that I have read and hereby agree to comply with Albany State University policies, and the MSAT program policies, regulations, and procedures set forth in the above listed documents. The intents of the Student Handbook are to inform MSAT students of policies and procedures of the MSAT program and to encourage active student participation in the on-going assessment of the MSAT program. Furthermore, I understand that student involvement is crucial to program effectiveness. I accept responsibility for my learning and will maintain open communication with the program faculty and staff to facilitate the attainment of personal and program objectives.

Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Albany State University**  
**Master of Science in Athletic Training**  
**Applicant Data for Self-Study**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ MI: \_\_\_\_\_

Street Address: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

County: \_\_\_\_\_ DOB: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Ethnicity: W \_\_\_\_\_ (White/Caucasian) B \_\_\_\_\_ (Black) A \_\_\_\_\_ (Asian/Pacific Island) I \_\_\_\_\_  
 (Am Indian/Alaskan) H \_\_\_\_\_ (Hispanic/Latino)

Prior degree: Yes \_\_\_\_\_ No \_\_\_\_\_

Degree awarded: \_\_\_\_\_

Health Care Experience/Certification: \_\_\_\_\_

Travel distance to class \_\_\_\_\_ miles

Work hours-per-week planned for: Fall: \_\_\_\_\_ Spring: \_\_\_\_\_ Summer: \_\_\_\_\_

Scholarships: Yes \_\_\_\_\_ No \_\_\_\_\_

Loans for school: Yes \_\_\_\_\_ No \_\_\_\_\_

Estimate of student debt upon entering the MSAT program: \_\_\_\_\_

I authorize Albany State University to use the above information as indicated for the MSAT Program Studies/Reports as required by CAATE.

\_\_\_\_\_  
 Name

\_\_\_\_\_  
 Date

**Albany State University**  
**Master of Science in Athletic Training**  
**Confidentiality and Safety**

The following list contains highlights of the HIPAA rules (patient confidentiality) and OSHA standards (safety), which we share with the students prior to signing the PMHS Confidentiality Agreement. The Student and Community Partner, at the start of the job shadow/internship, will complete this document. The Community Partner will maintain original document on site and a copy will be kept with the ELO Coordinator at PMHS.

## **A. UNDERSTANDING HIPAA**

- I. HIPAA (Health Information Portability and Accountability Act) is a federally mandated program and is not optional. Federal Regulations require all individuals who have access to confidential patient information to maintain the confidentiality of all patient information.
- II. HIPAA explicitly refers to protected health information. Protected Health Information (PHI) is any information, in any format, that could identify an individual patient. This information includes, but is not limited to the patient's name, age, date of birth, gender, address, phone number, attending physician and diagnosis.
- III. A "breach of confidentiality" occurs when someone discusses any information about or regarding a patient with another individual for other than patient care requirements. EXAMPLE: Discussing the patient's change in condition with the physician or nurse caring for the patient is not a breach. However, discussing the patient's change in condition with a friend, relative, or even another healthcare provider not associated with the patient, is a breach of confidentiality. A breach of confidentiality can result in legal action by the patient, patient's family or guardian against an agency and a specific individual. EXAMPLE: A patient may file a lawsuit against an individual for any breach of confidentiality; while filing a separate suit against ASU.
- IV. Whatever you see or hear during your observation experience needs to stay there. You may discuss your overall experience, but you may not discuss anything personal pertaining to patients. EXAMPLE: "I was able to follow the AT around and talk to the patients, she let me wrap a patient's ankle and rehab various patients" would be acceptable statements. What you would not share is, "I tape DeAndre's ankle because he sprained it during the last game, and I got to talk to Brandon after his ACL tear during the game." You cannot share what you saw or heard with anyone once your experience is completed. This includes friends, family, teachers, etc.
- V. Any breach of confidentiality could have an adverse effect on your ability to seek employment or perform volunteer work at any health care facility.

HIPPA website; <https://www.hhs.gov/hipaa/index.html>

## **B. CODE OF ETHICS FOR MSAT**

1. I will protect the patient's right of privacy - all information about the patient is confidential.
2. Except for the staff involved, I will NEVER mention a patient's name or illness to ANYONE inside or outside of the athletic training room.
3. I will not read ANY patient paper or record unless specifically authorized to do so by the athletic trainer.
4. I will take care not to leave patient papers or records where an unauthorized person could read them.
5. When I leave the athletic training room, I will leave behind all patient-specific information I have heard or seen.

## **C. UNDERSTANDING OSHA AND INFECTION CONTROL**

- I. The goal of the Infection Control Program is to reduce the risk of infection for career observers to exposure of infectious bodily fluids or tissue during their observational experience.
- II. Students must maintain the same standards and requirements as care providers with regard to hand washing, following care providers from patient to patient, and at the end of the observation/work experience prior to leaving. This may also require students to wear safety (latex) gloves, goggles, or face masks.
- III. Students may not be placed in clinical observation situations where the risk of contact with bodily fluids is known.

## **ALBANY STATE UNIVERSITY CONFIDENTIALITY AGREEMENT AND WAIVER OF LIABILITY FOR EXTENDED LEARNING OPPORTUNITIES IN ATHLETIC TRAINING**

I understand that participating in this shadow/internship will allow me to engage in an experiential learning opportunity which will include observations and may include hands on experiences. I understand that all I see and hear is confidential and I understand that what I hear and observe will only be discussed between my community partner and myself. I understand that it is imperative that I do not interfere with or disrupt patient care in any way and I will leave the area promptly if asked to do so. I understand my community partner may exclude me from observational or work experiences if it is determined to be in the best interest of my athletic trainer or the care of patients. I understand that this job shadow/internship is completely



voluntary on the part of my athletic trainer and Albany State University and this experience may be terminated at any time if any part of this agreement is not strictly adhered to.

I am aware that there are risks involved in being present in a patient care setting. These risks include, but are not limited to, exposure to common viral and bacterial infections and airborne and bloodborne pathogens. By signing this document, I maintain I have read and understand the policy statements on the confidentiality of patient information as presented in the Confidentiality and Safety section including Understanding HIPPA, Code of Ethics and Understanding OSHA and Infection Control.

OSHA Guidelines for Infection Control:

[https://www.osha.gov/sites/default/files/CDC%27s\\_Guidelines\\_for\\_Environmental\\_Infection\\_Control.pdf](https://www.osha.gov/sites/default/files/CDC%27s_Guidelines_for_Environmental_Infection_Control.pdf)

Student Name \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Albany State University**  
**Master of Science in Athletic Training**  
**Bloodborne Pathology Policy**

Albany State University Athletic Training Program is committed to providing a safe learning and clinical education experience for all of our athletic training students. Albany State University and all other clinical sites are required to follow bloodborne pathogen standards and provide the ATS with all of the appropriate materials to protect their health and safety during the clinical experience. The following procedures should be followed during all classes and clinical education experiences:

1. Gloves and other personal protective equipment must be worn at all times when in contact with body fluids, including blood.
2. Soiled supplies and disposable sharps must be disposed of in red biohazard waste bags and/or sharps containers.
3. If bleeding occurs outside of the athletic training facility, all soiled items must be contained in a plastic bag and disposed of as soon as possible in the appropriate biohazard container.
4. All blood spills must be cleaned following the appropriate procedures.
5. Report any exposure to body fluids to your preceptor and clinical coordinator/program director as soon as possible.
  - a. Follow all guidelines for reporting exposure as outlined by the site.
  - b. It is highly recommended that the ATS seek out medical guidance and be tested for any blood borne pathogens.
  - c. Note that students are responsible for all fees associated with the doctor's visit and laboratory testing.

In addition, all Athletic Training Students will undergo Blood Borne Pathogen training prior to the start of the program and then reviewed annually prior to the start of the second year of the program. Additionally, students will annually sign the MAT Bloodborne Pathology Policy form.

Communicable and Infectious Disease Policy

Prior to starting clinical education experiences, students must have updated immunization records on file, which include: Hepatitis B, MMR, varicella, tetanus, diphtheria, and pertussis (TDaP). The ATS is responsible for keeping all immunizations up to date and submitting appropriate documentation to the program director or clinical coordinator.

Communicable Diseases (as cited by the Center for Disease Control) include, but are not limited to bloodborne pathogens, conjunctivitis, diarrheal diseases, diphtheria, hepatitis, herpes simplex, measles, meningococcal infections, mumps, pertussis, rubella, scabies, streptococcal infection, varicella, and viral respiratory infections. Communicable diseases are transmitted through physical contact, air (cough, sneeze, etc.), ingestion or injection and through animals.

To prevent transmission of communicable and infectious diseases athletic training students must follow proper hand washing techniques and practice good hygiene. All sites are required to provide students access to appropriate blood-borne pathogen barriers and control measures.

The ATS must follow Universal Precautions and should not participate in patient care if exhibiting symptoms of a communicable disease. If a student is suspected of having a communicable disease they must report to the Albany State University health center or their personal physician for evaluation and care. The MSAT student must notify the Athletic Training Program Director and/or the Clinical education coordinator and will be relieved from their clinical assignments until cleared by a physician to return. Appropriate medical documentation is necessary before returning to your clinical assignment. The clinical education coordinator will communicate with the preceptor regarding your absence.

#### Venue-Specific Health & Safety Procedures

Throughout the course of the curriculum, students will be exposed to a variety of clinical settings. Each location will be unique in its policies, procedures, equipment, and expectations. Prior to the start of each clinical rotation, students are responsible for meeting with their preceptor to review health and safety guidelines for the facility. This includes EAPs, the location of personal protective equipment, exposure procedures, and any other training required by the particular facility. Students should discuss with their preceptor their roles and responsibilities in various situations and how patients will be able to differentiate between the student and other healthcare providers on a daily basis. Additionally, the Clinical Education Coordinator will regularly request equipment calibration and maintenance reports from the facilities to ensure the safety of all individuals using the equipment.

OSHA Bloodborne Pathogens Policy: <https://www.osha.gov/bloodborne-pathogens/resources>

By signing below, I acknowledge that I have read, understand, and agree to the above bloodborne pathogen policies of the ASU MSAT Program, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Student Name \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Albany State University  
Master of Science in Athletic Training  
Transportation Policy**

Students are required to obtain their own transportation to and from assigned clinical sites. Students will not be reimbursed for mileage or gas. Attempts will be made to keep clinical sites within the local region, but due to the availability of locations and the number of athletic training students some students will be expected to travel a distance to their clinical site. In addition, some of the more “prestigious” assignments may be located outside of the local region. If you believe that transportation will be a concern for you, please discuss these concerns with the clinical education coordinator prior to the assignment of the clinical experience. Sites might be available via public transportation. For the ideal clinical experience, the student must provide his or her own personal means of transportation.

Students assume full responsibility for incidents that may occur while traveling to and from the clinical experience or while participating in the clinical experience provided by the university. The student should not hold Albany State University and/or related agencies liable if an accident/incident is to occur.

**Carpool Policy.** If students are not able to secure their own transportation or multiple students are assigned to the same clinical education site, carpooling may occur. In these situations, students are responsible for coordinating their schedules and providing reimbursement for travel expenses including gas, parking, and/or tolls.

**Away Contest Travel policy**

Athletic training students may only travel to away contests if their supervising preceptor is also traveling to the event. Athletic training students may not volunteer for unsupervised travel in the role as a “first responder” and “first aider”. All athletic training students must provide care under the direct supervision of their preceptor and this individual must be present to intervene if necessary. Any unsupervised student travel is in direct non-compliance of the CAATE Standards. If you wish to travel to an away contest without a preceptor you will attend the event as a spectator. You will be responsible for your own transportation and you must sit in the stands as a spectator.

By signing below, I acknowledge that I have read, understand, and agree to the above transportation policies of the ASU MSAT Program, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Student Name \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Albany State University**  
**Master of Science in Athletic Training**  
**Remuneration Policy**

**Remuneration for Services**

Athletic training students are not to be paid for any services rendered in the context of their clinical education experiences. If a student is found responsible for accepting payment for clinical education services, they will be held responsible through the athletic training program conduct system.

By signing below, I acknowledge that I have read, understand, and agree to the above remuneration of the ASU MSAT Program, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Student Name \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Albany State University**  
**Master of Science in Athletic Training**  
**Professional Relationship Policy**

Athletic Training students are often placed in unusual and sometimes uncomfortable situations due to the relationships formed during their educational process. It is important that athletic training students maintain a professional demeanor during their clinical education experiences. All relationships must remain professional and should never become personal. Disciplinary action will be taken if professional relationships are broken. Below are guidelines regarding your interaction with different individuals you will encounter throughout your experiences. If you have any questions regarding your relationships with any of the following individuals, please contact the clinical education coordinator or program director.

By signing below, I acknowledge that I have read, understand, and agree to the above professional relationships policies of the ASU MSAT Program, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Student Name \_\_\_\_\_  
(Please Print)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_