



SHENANDOAH®
U N I V E R S I T Y

Division of Athletic Training

Health Professions Student Handbook: Athletic Training

Table of Contents

1.0 INTRODUCTION	6
2.0 NATA MISSION STATEMENT	6
3.0 UNIVERSITY MISSION STATEMENT	6
4.0 SCHOOL OF HEALTH PROFESSIONS MISSION	7
5.0 DIVISION HISTORY, ATP MISSION, ATP PHILOSOPHY	7
6.0 ATP GOALS AND OBJECTIVES	9
7.0 STANDARDS OF ETHICAL CONDUCT	10
8.0 ESSENTIAL FUNCTIONS OF AN ATHLETIC TRAINER	12
8.1 Guidelines for Technical Standards for Professional Athletic Training Education	12
9.0 ACADEMIC PROGRAM	14
9.1 Admission	14
i. Requirements	14
9.2 Admissions Processing for Track II of the Dual Degree MSAT/DPT Program	16
9.3 Accreditation Status	16
CAATE Formal Complaint Process	16
9.4 Course Sequence	17
i. Requirements for the Master of Science in Athletic Training (MSAT)*	17
ii. Requirements for the Dual Degree MSAT/DPT Track I *	19
iii. Requirements for the Dual Degree MSAT/DPT Track II*	22
9.5 Course Descriptions	25
9.6 Athletic training clinical experiences	31
9.7 Instructional Methods	33
9.8 Distance Education (Hybrid or Online Courses)	34
9.9 University Grading Scale and Academic Appeals Policy	35
9.10 Examinations	35
9.11 Written Assignments	36
9.12 Student Course Evaluations	36
9.13 Shenandoah University Academic Integrity Code	36
9.14 Shenandoah University Religious Observances Policy	36
9.15 Classroom Use of Electronic Devices	39
9.16 Additional Programs: Graduate Certificate in Performing Arts Medicine	39
i. PAM Graduate Certificate Mission	39
ii. PAM Graduate Certificate Goals and Objectives	39
iii. Application Process for the Graduate Certificate in PAM	40

iv. PAM Graduate Certificate Curriculum	40
9.17 Additional Programs: Graduate Certificate Performing Arts Health & Fitness	41
i. PAHF Graduate Certificate Mission	41
ii. PAHF Graduate Certificate Goals and Objectives	41
iii. Application Process for the Graduate Certificate in PAHF	41
iv. PAHF Graduate Certificate Curriculum	42
10.0 STUDENT POLICIES AND PROCEDURES	42
10.1 Retention and Promotion	42
10.2 Remediation Policy	44
10.3 Dismissal from Program/Program Reinstatement	44
i. Academic	44
ii. Inappropriate Affective Behavior in didactic classes and on SU campus	44
iii. Inappropriate Behavior During Athletic training clinical experience	44
iv. Inappropriate Affective Behavior that falls outside of scheduled didactic classroom and Athletic training clinical experience.	44
v. Provisional Acceptance	45
10.4 Withdrawal from Program	45
10.5 Attendance	46
i. Athletic training clinical experiences	46
Refer directly to the respective Athletic training clinical experience syllabi.	46
ii. Leave of Absence	46
10.6 Graduation	47
10.7 Dress Code	47
10.8 Health Insurance	47
10.9 Liability Insurance	47
10.10 Immunizations	48
10.11 Communicable Disease Policy and Procedure	49
10.12 Blood Borne Pathogens and OSHA	50
10.13 First Aid/CPR Certification	52
10.14 Pregnancy	52
10.15 Unsafe or Impaired Behavior	52
10.16 Class Officers	53
10.17 Photocopying	54
10.18 Recording Policy for Classroom and Lab	54
10.19 Social Networking Policy	54
10.20 Social Media Fraternalization Policy	54
10.21 Facility/Building Use	55
i. Health and Life Sciences Building (HL SB)	55
ii. Aikens Athletic Center	55

iii. Shingleton Hall	55
iv. Wilkins Athletics and Events Center (WAEC)	55
11.0 ATP GENERAL INFORMATION	55
11.1 Advisors	55
11.2 Faculty/Staff Information	56
i. Current List of Core Faculty	57
ii. Current List of Associate Faculty	57
iii. Program Administrative Assistant	57
iv. Current ATP Medical Director	57
11.3 Campus Closure Policy	58
11.5 Student Addresses and Identification	58
11.6 Email and SU Information Technology Policy Statement	59
11.7 Parking on main campus	59
11.8 Public Safety	59
11.9 Fire Emergency Procedures	59
11.10 Medical Emergency Procedures	60
11.11 Accidents (Injuries and Illnesses)	60
11.12 Disabilities	61
11.13 Non-Discrimination Statement	61
11.14 Sexual/Gender Harassment, Discrimination & Sexual Misconduct Policy	61
11.15 Alcohol and Other Drug Policies	61
11.16 Protecting Student Privacy Rights (FERPA)	61
11.17 Confidentiality of Student Athlete/Patient Records	62
11.18 Smoking	62
11.19 Counseling Services	62
11.20 Sports Participation and Athletic Training	63
11.21 Outside Employment and Athletic Training	63
11.22 Publications	63
11.23 Criminal Background Form	63
11.24 Limitations related to a criminal record	64
11.25 Student Records/Reference Requests	65
12.0 Athletic training clinical experience	65
12.1 Legal Limitations on Clinical Activities	65
12.2 General Rules for Athletic Training Clinical Experiences	66
12.3 Athletic Training Clinical Experience Hour Requirements	68
12.4 Clinical Education Policies for CAATE Standards	69
12.5 Travel Policy	70
12.6 Courtesy, Respect, Professionalism, Dating Athletes/Coaching Staff	70

12.7 HIPAA and Patient Confidentiality	70
12.8 Physical Exam	72
12.9 CPR/First Aid/OSHA Certification	72
12.10 Professional Liability (malpractice) Insurance	72
12.11 Orientation to the Athletic training clinical experience	72
12.12 Clinical Proficiencies Management	73
12.13 Dismissal from the Clinic	73
12.14 Use of Free Time	73
12.15 Use of Telephones	73
12.16 Emergencies	73
12.17 Conflict Resolution	74
12.18 Record Keeping	74
12.19 Health Services	74
12.20 Financial Relationships	74
12.21 Transportation	74
12.22 Preseason/Holiday/Postseason Requirements	75
APPENDIX A: RELIGIOUS OBSERVANCES REQUEST FORM	75
APPENDIX B: ATP POLICY AND PROCEDURE MANUAL SIGNATURE PAGE	76

1.0 INTRODUCTION

A policy and procedure manual is a document that every Athletic Training Program must possess in order to establish and maintain standardized and consistent rules. By definition, a policy is “a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions”.¹ The policies contained in this manual reflect the goals and mission of the program and the mission of the NATA which are delineated in sections 2.0 to 5.0. The policies and procedures contained in this manual are in accordance with the Shenandoah University Student Handbook and the Commission on Accreditation of Athletic Training Education (CAATE) 2020 Standards for Professional Masters Programs). Throughout this manual, references to the CAATE Standards are provided where appropriate. Students are encouraged to read and become familiar with the [CAATE Standards](#).

“Procedures” describe the action or series of steps that are used to carry out a policy. Therefore, while a policy simply states what happens under an individual circumstance, the procedure more clearly defines 1) who will carry out the process, 2) the time frame over which the action is implemented, 3) the actual process of how the policy will be carried out.

The goal of this policy and procedure manual is to provide a decisive process to be followed for a variety of circumstances for every student in the Shenandoah University Athletic Training Program. This will allow for a consistent approach in the decision making process for issues encountered while enrolled in the program. Most importantly, this manual should create an environment in which equal opportunity exists. This manual is written by the Shenandoah University Athletic Training Program faculty and is reviewed by the Shenandoah University Dean of the School of Health Professions. It is reviewed and revised annually to meet the needs of the program.

[Back to Top](#)

2.0 NATA MISSION STATEMENT

The mission of the National Athletic Trainers' Association is to represent, engage and foster the continued growth and development of the athletic training profession and athletic trainers as unique health care providers.²

[Back to Top](#)

3.0 UNIVERSITY MISSION STATEMENT

Mission

Shenandoah University educates and inspires individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world.

¹ Webster's New Collegiate Dictionary. Merriam Webster Inc, Springfield, MA, 1994.

² NATA website: <https://www.nata.org/about>

Core Values

- Development of an enduring passion for learning
- Commitment to self-reflection and personal development
- Respect for diverse cultures, experiences, and perspectives
- Celebration of creative performance, expression, teaching, and discovery
- Cultivation of leadership to advance positive change and growth
- Dedication to citizenship, professional service, and global outreach

Vision

Shenandoah University will be nationally recognized for forward thinking programs that produce competitive and purposeful graduates

Shenandoah University will be highly valued for:

- Particular strength, both academically and institutionally, in the performing arts, healthcare, and entrepreneurship
- Education that prepares students not only for the present but for the future
- A commitment to intellectual and creative rigor and liberal arts infused curricula
- A campus culture of compassion, responsibility, advocacy and justice which graduates are inspired to replicate in communities beyond Shenandoah
- A sustainable educational and financial model within a changing educational market

[Back to Top](#)

4.0 SCHOOL OF HEALTH PROFESSIONS MISSION

The School of Health Professions (SHP) educates and inspires developing professionals who enhance the health of individuals and communities within an evolving healthcare landscape.

SHP Graduates:

- Provide compassionate, evidence-based care
- Advocate for the health of patients and communities
- Demonstrate sensitivity to cultural and individual differences
- Engage in inter-professional collaboration and lifelong learning
- Provide service both domestically and globally

[Back to Top](#)

5.0 DIVISION HISTORY, ATP MISSION, ATP PHILOSOPHY

DIVISION HISTORY

The SU Athletic Training Program was founded in August of 2000. Dr. Rose Schmieg was named as the Division Director with the responsibility of creating and directing a professional Master of Science in Athletic Training program. While in its formative stages, it was decided that the curriculum would best fit within the School of Health Professions. Other programs in this school include a doctorate of physical therapy, a masters degree in occupational therapy, a masters degree in physician assistant studies, and a newly developing Masters of Public Health. Based on student interest at the time of creating the MSAT curriculum, a path to obtaining a DPT degree concurrent with the

MSAT was established. The MSAT athletic training program (ATP) and dual degree MSAT/DPT programs were approved by the University Curriculum Committee. The ability to offer the MSAT degree was approved by the State Council of Higher Education Virginia (SCHEV) in 2001. The first MSAT and Dual Degree MSAT/DPT cohort matriculated in May 2001. Initial CAAHEP accreditation was granted in 2004. Program accreditation was granted by CAATE in 2009. Since that time the SU Athletic Training Program has added a Masters Certificate program in Performing Arts Medicine. The dual degree MSAT/DPT has two points of entry, Dual Degree MSAT/DPT Track I and Dual Degree MSAT/DPT Track 2. The most recent CAATE accreditation site visit was in Spring 2019, and the program was approved for an additional 10 years.

ATP MISSION

The mission of the MSAT Athletic Training Program is to educate and inspire students to be reflective practitioners who deliver evidence-based, compassionate, and ethical care utilizing a team approach in an evolving healthcare landscape.

ATP PHILOSOPHY

Our philosophy is to create a learning environment in which students have the opportunity to engage in a wide range of learning experiences, which facilitate the development of problem-solving skills, leadership and professionalism. The SU Athletic Training Program is continually evolving in order to respond to student, preceptor, alumni, and employer feedback so as to evolve with the changing context in which athletic trainers deliver patient and client care. Athletic training student input regarding the Athletic Training Program is encouraged and highly valued. It is expected that when program concerns arise, they will be voiced professionally and possible solutions will be brought forward for consideration by all program stakeholders to expedite resolutions that benefit all. Flexibility, along with accountability to each other, the Division, the profession, and the community is essential. The natural outcome of this approach to program development is shared ownership of the SU Athletic Training Program between the faculty, students and other stakeholders.

The general approach to curriculum instruction is to present the basic elements initially in order to form a solid foundation upon which to build more complexity. Philosophically, the faculty acknowledges that teaching styles must be individualized to the needs of the student learner on his/her journey from an “enthusiastic beginner” to a “self-reliant achiever”. Therefore, the faculty employs the five teaching styles described by Grasha³ in both didactic and clinical education. These styles include: 1) being a content expert which is demonstrated when providing information to the student in the traditional lecture setting, 2) being a formal authority when demonstrating and having students practice clinical proficiencies, 3) being a personal model having the student able to observe and ultimately emulate masterful psychomotor skill and clinical decision making while always demonstrating professional affective behavior, 4) being a facilitator in that as students move from being non-skilled beginners toward possessing entry-level skill as a functioning certified athletic trainer, the faculty should be “telling” less and “promoting student autonomy” more, 5) being a delegator by serving as a resource person for a

student that is able to be an independent learner.³ Our curriculum content strives to include a combination of expert driven scientific foundation with a blending of faculty-facilitator driven case problem solving. This mix attempts to provide the student with the building blocks (anatomy and biomechanics) along with processing skills that allow for critical thinking to solve problems. Furthermore, we view learning and problem solving as an integrated process which is a shared responsibility of both faculty and students. This responsibility does not end with graduation and we encourage our students to be "lifelong learners."

[Back to Top](#)

6.0 ATP GOALS AND OBJECTIVES

Upon completion of the classroom and clinical requirements of the Master of Science in Athletic Training Program, a student will:

1. Understand and implement the prevention of injuries to athletes and physically active individuals of all ages and abilities.
2. Demonstrate competency in the various methods and well-care practices which can be used to help bring about a reduction in illnesses to athletes and the physically active.
3. Assess and administer acute care for injuries and illnesses to athletes and the physically active, and differentiate between cases that require referral to emergency services or other healthcare providers.
4. Integrate knowledge and clinical psychomotor skills while problem solving through an orthopedic examination and making a clinical diagnosis.
5. Demonstrate competency in the application, progression and modification of therapeutic intervention while managing injuries to athletes and the physically active.
6. Demonstrate an understanding of the role of the athletic trainer with the biopsychosocial aspects of sports injury and illness, and application of the referral process.
7. Understand the role of the athletic trainer regarding healthcare administration in secondary school, collegiate, and clinic-based settings.
8. Appraise and synthesize the available research evidence, and contribute to the evidence-based practice in the field of athletic training.
9. Develop a sense of professionalism and incorporate the NATA Code of Ethics into clinical practice.
10. Recognize the value of interprofessional communication and practice as a member of a healthcare team.
11. Engage in community and professional service opportunities that contribute to the necessities of a local or global society.

[Back to Top](#)

³ Grasha AF. A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator. College teaching. 1994 Oct 1;42(4):142-9.

7.0 STANDARDS OF ETHICAL CONDUCT

NATA Code of Ethics⁴

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.

1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS

1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times 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.

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

2.1. Members shall comply with applicable local, state, 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

⁴ Code of Ethics. NATA. <https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>. Published January 2005.

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 on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES

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.

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.

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 welfare 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.

[Back to Top](#)

8.0 ESSENTIAL FUNCTIONS OF AN ATHLETIC TRAINER

The essential functions that an athletic trainer must be able to perform are described below under the header, Guidelines for Technical Standards for Professional Athletic Training Education. All SU Athletic Training Program students receive these guidelines in a letter during the application process. The student must check the box indicating whether he/she can meet all of the standards or the box indicating if accommodations are necessary and must sign this form and return it to the Program Director prior to the first day of classes.

[Back to Top](#)

8.1 Guidelines for Technical Standards for Professional Athletic Training Education

The Athletic Training Program at Shenandoah University is a rigorous and intense program that places specific requirements and demands on the student 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 athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the Athletic Training Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) exam. The student must successfully complete the Shenandoah University Athletic Training Program to meet this goal. Candidates for the selection to the Shenandoah University 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. Sufficient postural and

- neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
2. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
 3. The ability to record the physical examination results and a treatment plan clearly and accurately.
 4. The capacity to maintain composure and continue to function well during periods of high stress.
 5. The perseverance, diligence and commitment to complete the Athletic Training Program as outlined and sequenced.
 6. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
 7. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Shenandoah University Athletic Training Program are required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Shenandoah University Office of Learning Resources (540-665-4928) will evaluate documentation from a student who states they could meet the program's technical standards with accommodation(s) and confirm that the stated condition(s) qualifies as a disability under applicable laws.

If a student states they can meet the technical standards with accommodation(s), the Shenandoah University Athletic Training Program staff and the Director of Learning Resources will engage in an interactive process to determine whether or not it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Please read the two statements below and check the box next to the statement that applies to you:

1. I certify that I have read and understand the seven technical standards for selection into the Shenandoah University Athletic Training Program listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation.
2. I certify that I have read and understand the seven technical standards for selection into the Shenandoah University Athletic Training Program 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 Shenandoah University

Office of Learning Resources 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.

Signature of Applicant

Date

Essential Functions and Health Status Change

After matriculation into the ATP, the ATS must continue to meet the Essential Functions of an Athletic Trainer as defined in the *Guidelines for Technical Standards for Professional Athletic Training Education form*. Should a change in student health status occur, the student must complete an updated *Guidelines for Technical Standards for Professional Athletic Training Education form*. On this updated form if the student checks that he/she cannot meet any of the listed technical standards without accommodation, he/she must schedule an appointment with the Shenandoah University Office of Learning Resources at (540-665-4928). The student will then receive an evaluation from this office regarding accommodations and compliance with federal law.

[Back to Top](#)

9.0 ACADEMIC PROGRAM

9.1 Admission

i. Requirements

Admission into the Masters of Science in Athletic Training program is determined by the SU Athletic Training Program Admissions Committee. The committee reviews all completed applications to ensure that all prerequisites and admission criteria have been met. Applicants may apply in any of the following pathways:

- Completion of a bachelor's degree from an accredited institution including the 32-37 stated prerequisite courses below
 - Completion of the 3 + 2 Shenandoah University AT early assurance program (exercise science to MSAT program) including the stated prerequisite courses below
 - Completion of the 3 + 2 exercise science to MSAT program as a non-early assurance student including the 36-41 stated prerequisite courses below
 - Applying as a 3 + 2 student from outside of SU. Note, that in this circumstance no BS degree will be awarded
 - For all three + two pathways, the student must have a minimum of 90 college credits completed
-
- A grade of "C" or above is required for all prerequisite courses.
 - Note that the prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology must be taken at the postsecondary level.
 - All prerequisite courses must be less than 10 years old at the time of application.
 - Pre-requisite course substitutions may be made at the discretion of the AT Admissions Committee

ii. Prerequisite Courses

Credits Course

- 4 General Biology with lab
- 4 General Chemistry with lab
- 4 Human Anatomy with lab
When anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement.
- 4 Human Physiology with lab
When anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement.
- 4-8 One physics course with lab is required. A two-semester sequence is recommended.
- 3 Statistics
- 3 Social/Behavioral Science
- 3 Psychology
- 3-4 Pick one: Biomechanics, Kinesiology, Exercise Physiology, Physics II

Total: 32-37

Admissions Criteria

1. Completed application through ATCAS (Athletic Training Centralized Application Service).
2. Expected overall GPA 2.8 (3.0 or higher recommended in science/math courses) for undergraduate prerequisite courses.
3. An interview with the SU Athletic Training Program faculty.
4. Athletic experience documentation: (list all sports that you have participated in as an athlete, coach, referee, manager, or volunteer with a certified athletic trainer).
5. Three references (preferably from a certified athletic trainer, coach, employer, or professor).
6. Essay expressing your interest in becoming a certified athletic trainer (3-5 pages double spaced).
7. Completed "Guidelines for Technical Standards for Professional Master of Science in Athletic Training Program" included in ATCAS.
8. All application materials will be viewed and scored on a competitive basis by the SU Athletic Training Program Admissions committee. Applications received that demonstrate completion of all materials including completed prerequisite courses verified with official transcripts will be considered in highest priority for full acceptance. Rare exceptions will be granted for "provisional acceptance" in the

instance that the applicant has an overall strong application packet but is missing a few pre-requisite courses. These cases will be reviewed individually by the program admissions committee. An applicant that is granted "provisional acceptance" may matriculate into the curriculum but will be given a formal contract of agreement stating where and when the applicant will complete the outstanding pre-requisite course(s) with a grade of "C" or higher. Failure to meet the provisional acceptance contract requirements will result in suspension from the program.

Additional Student Information

Accepted Students must submit the following before attending formal classes:

1. Proof of current health insurance coverage completed on Wilkins Wellness Center [Shenandoah University Health Form](#)
2. Proof of required immunizations listed on and completed on Wilkins Wellness Center [Shenandoah University Health Form](#)
3. Criminal Background check

[Back to Top](#)

9.2 Admissions Processing for Track II of the Dual Degree MSAT/DPT Program

There is a Dual Degree MSAT/DPT program Track II. Students who are matriculated into the MSAT program may apply to the DPT program during fall year one of the MSAT curriculum. This student would follow the Shenandoah University DPT program admission process. If the student is accepted into the upcoming DPT cohort, then they are considered a Dual Degree MSAT/DPT Track 2 student. The curricular map for Track 2 is listed below MSAT/DPT Track I.

[Back to Top](#)

9.3 Accreditation Status

The SU Master of Science in Athletic Training program received CAAHEP accreditation in October 2004. CAATE re-accreditation occurred in 2009 and 2019.

CAATE Formal Complaint Process

The CAATE has a mechanism to consider formal complaints about ATPs. Formal complaints to the CAATE must pertain to matters of ATP compliance with the *Standards*. Complaints may be filed by the program's stakeholders including individuals, students, groups, or organizations related to the program.

The CAATE will not intercede in institutional student or faculty grievances against a program. Appropriate institutional and professional avenues of appeal must be used by complainants, before filing a formal complaint. The program's institution assumes responsibility for administering their own policies in this area. When alleged violations cannot be resolved within the institution, procedures within state systems of higher education or state judicial courts should be used to review and enforce institutional compliance with policies.

The CAATE will keep a complainant's identity confidential if requested, but **will not** accept anonymous complaints. All complaints must be submitted in writing to the CAATE Office via email (support@caate.net) It is recommended to contact the CAATE office before filing a complaint.

Contact CAATE
 6850 Austin Center Blvd., Suite 100
 Austin, TX 78731-3184
 P: 512-733-9700
 Toll Free: 844-GO-CAATE (844-462-2283)

[Back to Top](#)

9.4 Course Sequence

i. Requirements for the Master of Science in Athletic Training (MSAT)*

Semester	Course # and Title	Credit
Summer Y1	AT 501 Risk Management and Emergency Care for Athletes	3
	AT 511 Prevention and Protective Interventions	1
	AT 521 Functional Human Anatomy I	3
	AT 523 Therapeutic Exercise I	1
	AT 531 Examination, Assessment and Diagnosis of the Lower Quarter	3
	AT 552 Therapeutic Modalities	3
Fall Y1	AT 571 Sports Nutrition	3
	AT 581 Athletic training clinical experience I	4
	AT 505 Evidence-Based Practice in Athletic Training	1
	AT 621 Functional Human Anatomy II	3
Spring Y1	AT 504 Psychological Intervention/Referral in Athletic Training	3
	AT 534 Neurocognitive Assessment and Treatment of Head Injuries	1
	AT 533 Clinical Medicine	3

	AT 653 Ethics and Professionalism in Athletic Training	2
	AT 582 Athletic training clinical experience II	4
Summer Y2	AT 624 Therapeutic Exercise II	2
	AT 631 Examination, Assessment and Diagnosis of the Upper Quarter	2
	AT 651 Clinical Decision Making in Emergency Care	1
	AT 667 Capstone Project Development I	1
	AT 610 Athletic Training Leadership Seminar	1
	AT 643 Advanced Rehabilitation of Athletic Injury	3
	AT 698 Imaging, Casting and Bracing of Orthopedic Injuries	3
Fall Y2	AT 614 Pharmacology in Athletic Training	2
	AT 668 Capstone Project Development II	1
	AT 670 Health Care Administration	2
	AT 681 Athletic training clinical experience III	4
	AT 774 Senior Seminar	1
Spring Y2	AT 711 Theories and Practice of Conditioning	2
	AT 682 Athletic training clinical experience IV	4
	AT 767 Capstone in Athletic Training	1
	Select one of the following:	2
	AT 799 Independent Study	
	AT 720 WFR for Medical Professionals	
	HP 550 GEL	
Total Program Credits = 70		

**Due to the Covid-19 Pandemic, curriculum sequencing may change to ensure the health and safety of faculty and students.*

ii. Requirements for the Dual Degree MSAT/DPT Track I *

Semester	Course # and Title	Credit
Summer Y1	AT 501 Risk Management and Emergency Care for Athletes	3
	AT 511 Prevention and Protective Interventions	1
	AT 521 Functional Human Anatomy I	3
	AT 523 Therapeutic Exercise I	1
	AT 531 Examination, Assessment and Diagnosis of the Lower Quarter	3
	AT 552 Therapeutic Modalities	3
Fall Y1	PT 603 Gross Human Anatomy I	4
	PT 607 Examination and Intervention	4
	PT 623 Histophysiological Aspects of Movement I	3
	PT 643 Evidence-Based Practice: Introduction to Research Design	3
	PT 653 Professional Issues I	3
	Pre-Clinical Screening	
	AT 591 Athletic training clinical experience I Dual Degree MSAT/DPT	2
Spring Y1	PT 604 Gross Human Anatomy II	4
	AT 534 Neurocognitive Assessment and Treatment of Head Injuries	1
	PT 610 Musculoskeletal System I	3
	PT 624 Histophysiological Aspects of Movement II	3
	PT 694 Medical Fundamentals	1
	AT 592 Athletic training clinical experience II for Dual Degree MSAT/DPT	2

	PT 656 Integrated Clinical Experience	1
	PT 672 Functional Neuroanatomy	3
Summer Y2	AT 624 Therapeutic Exercise II	2
	AT 631 Examination, Assessment and Diagnosis of the Upper Quarter	2
	AT 651 Clinical Decision Making in Emergency Care	1
	AT 667 Capstone Project Development I	1
	AT 610 Athletic Training Leadership Seminar	1
	AT 643 Advanced Rehabilitation of Athletic Injury	3
	AT 698 Imaging, Casting and Bracing of Orthopedic Injuries	3
Fall Y2	PT 709 Musculoskeletal System II	3
	AT 668 Capstone Project Development II	1
	PT 721 Pathology	3
	PT 751 Integrated Clinical Experience II	1
	PT 762 Clinical Conference II	1
	PT 771 Adult Neurotherapeutics	4
	PT 781 Gait Analysis and Biomechanics	3
	AT 571 Sports Nutrition	3
	AT 593 Athletic training clinical experience III for Dual Degree MSAT/DPT	2
Spring Y2	PT 703 Pediatric Physical Therapy	4
	PT 710 Musculoskeletal System III	4
	PT 734 Professional Issues II for Dual Degree DPT/MSAT	1
	PT 752 Integrated Clinical Experience III	1

	PT 890 Advanced Medical Fundamentals for Dual Degree DPT/MSAT	3
	AT 533 Clinical Medicine	3
	AT 594 Athletic training clinical experience IV for Dual Degree MSAT/DPT	2
	AT 767 Capstone in Athletic Training	1
Summer Y3	PT 753 Clinical Internship I	3
Fall Y3	PT 744 Prosthetics and Orthotics	2
	PT 821 Cardiovascular and Pulmonary Physical Therapy	3
	PT 831 Professional Issues III	2
	PT 861 Clinical Conference III	1
	PT 881 Advanced Topics	1
	Comprehensive Examination	
Spring Y3	PT 832 Establishing a Physical Therapy Practice/Direct Access	3
	AT 691 AT Athletic training clinical experience V for Dual Degrees	6
	AT 711 Theories and Practice of Conditioning	2
	PT 856 Culminating Clinical Experience	3
	AT 504 Psychological Intervention/Referral in Athletic Training	3
Summer Y4	PT 856 Culminating Clinical Experience	3
Fall Y4	AT 692 Athletic training clinical experience VI for Dual Degree	4
	AT 670 Healthcare Administration	2

	AT 774 Senior Seminar	1
Total Program Credits = 143**		

**Due to the Covid-19 Pandemic, curriculum sequencing may change to ensure the health and safety of faculty and students.*

** The total dual program with non-elective credits is 143. Students may choose to take AT 799, AT 720 or HP 550 as an elective. Scheduling will be determined by the student based on course availability and in consultation with their MSAT advisor.

iii. Requirements for the Dual Degree MSAT/DPT Track II*

Semester	Course # and Title	Credit
Summer Y1	AT 501 Risk Management and Emergency Care for Athletes	3
	AT 511 Prevention and Protective Interventions	1
	AT 521 Functional Human Anatomy I	3
	AT 523 Therapeutic Exercise I	1
	AT 531 Examination, Assessment and Diagnosis of the Lower Quarter	3
	AT 552 Therapeutic Modalities	3
Fall Y1	AT 571 Sports Nutrition	3
	AT 581 Athletic training clinical experience I	4
	AT 505 Evidence-Based Practice in Athletic Training	1
	AT 621 Functional Human Anatomy II	3
Spring Y1	AT 504 Psychological Intervention/Referral in Athletic Training	3
	AT 534 Neurocognitive Assessment and Treatment of Head Injuries	1
	AT 533 Clinical Medicine	3
	AT 653 Ethics and Professionalism in Athletic Training	2
	AT 582 Athletic training clinical experience II	4

Summer Y2	AT 624 Therapeutic Exercise II	2
	AT 631 Examination, Assessment and Diagnosis of the Upper Quarter	2
	AT 651 Clinical Decision Making in Emergency Care	1
	AT 667 Capstone Project Development I	1
	AT 610 Athletic Training Leadership Seminar	1
	AT 643 Advanced Rehabilitation of Athletic Injury	3
	AT 698 Imaging, Casting and Bracing of Orthopedic Injuries	3
Fall Y2	PT 603 Gross Human Anatomy I	4
	AT 668 Capstone Project Development II	1
	PT 623 Histophysiological Aspects of Movement I	3
	PT 643 Evidence-Based Practice: Introduction Research Design	3
	PT 653 Professional Issues I	3
	Pre-Clinical Screening	
	PT 607 Examination and Intervention	4
Spring Y2	PT 604 Gross Human Anatomy II	4
	PT 610 Musculoskeletal System I	3
	PT 624 Histophysiological Aspects of Movement II	3
	PT 656 Integrated Clinical Experience I	1
	PT 672 Functional Neuroanatomy	3
	PT 694 Medical Fundamentals	1
	AT 767 Capstone in Athletic Training	1

Fall Y3	PT 709 Musculoskeletal System II	3
	PT 721 Pathology	3
	PT 751 Integrated Clinical Experience II	1
	PT 762 Clinical Conference II	1
	PT 771 Adult Neurotherapeutics	4
	PT 781 Gait Analysis and Biomechanics	3
	AT 593 Athletic training clinical experience III for Dual Degree MSAT/DPT	2
Spring Y3	PT 703 Pediatric Physical Therapy	4
	PT 710 Musculoskeletal System III	4
	PT 734 Professional Issues II for Dual Degree DPT/MSAT	1
	PT 752 Integrated Clinical Experience III	1
	PT 890 Advanced Medical Fundamentals for Dual Degree DPT/MSAT	3
	AT 594 Athletic training clinical experience IV for Dual Degree MSAT/DPT	2
Summer Y4	PT 753 Clinical Internship I	3
Fall Y4	PT 744 Prosthetics and Orthotics	2
	PT 821 Cardiovascular and Pulmonary Physical Therapy	3
	PT 831 Professional Issues III	2
	PT 861 Clinical Conference III	1
	PT 881 Advanced Topics	1
	AT 670 Healthcare Administration	2
	Comprehensive Examination	

Spring Y4	PT 832 Establishing a Physical Therapy Practice/Direct Access	3
	AT 691 AT Athletic training clinical experience for Dual Degrees	6
	AT 711 Theories and Practice of Conditioning	2
	AT 774 Senior Seminar	1
Summer Y5	PT 856 Culminating Clinical Experience	3
Total Program Credits = 146**		

**Due to the Covid-19 Pandemic, curriculum sequencing may change to ensure the health and safety of faculty and students.*

** The total dual program with non-elective credits is 146. Students may choose to take AT 799, AT 720 or HP 550 as an elective. Scheduling will be determined by the student based on course availability and in consultation with their MSAT advisor.

9.5 Course Descriptions

AT 501 Risk Management and Emergency Care for Athletes

This course contains content areas concerning the knowledge, skills, and values that an entry level certified athletic trainer must possess to recognize, assess, and treat the acute injuries and illnesses of athletes and others involved in physical activity, and to provide appropriate medical referral. The course emphasizes the role and responsibilities of the athletic trainer regarding risk management and injury prevention. Risk factors are identified for participants in athletic activities regarding environmental conditions, conditioning issues, and protective equipment. Three credits.

AT 504 Psychological Intervention/Referral in Athletic Training

This course is a collection of the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, intervene, and refer to the appropriate health care provider when appropriate, the sociocultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity. Two credits.

AT 505 Evidence-Based Practice in Athletic Training

This course is designed to provide students with foundational knowledge in evidence-based practice as it relates to athletic training practice. Students will learn how evidence affects clinical decision making, how to ask and answer critically relevant questions affecting patient care, and how to examine and compile current research evidence to apply to clinical practice. One credit.

AT 511 Prevention and Protective Interventions

This course covers the principles and concepts related to prophylactic taping, wrapping, bracing and protective pad fabrication. The student will develop an understanding of the basic concepts of material composition (tensile strength, maximum tolerances, and heat dissipation) of protective splints. The student will demonstrate an understanding of the

uses of static and dynamic splints and the basic concepts of orthotic fabrication. The student will learn how to apply the various taping, wrapping and bracing techniques for the trunk and extremities. The student will also learn how to fabricate protective splints for specific athletic injuries as well as fit an athlete with protective equipment designed for a specific sport (football, hockey, lacrosse gear). One credit.

AT 521 Functional Human Anatomy I

This course covers the functional anatomy of the thoracic region, lumbar spine, sacroiliac joint, pelvis and lower extremities. Emphasis will be placed on the relationship between muscle, skeletal, nervous, vascular, connective tissue structures and joints. Course material will be delivered using a combination of lecture, human cadaver dissection, and skills laboratory sessions. During lab sessions students will acquire the ability to perform surface palpation, muscle length testing and joint range of motion assessment of the spine and lower extremities. Three credits.

AT523 Therapeutic Exercise I

This course covers the principles of therapeutic exercise prescription for the injured athlete or physically active person. Types of exercises covered include passive range of motion exercises, active range of motion exercises, active-assisted range of motion exercises, joint mobilization during exercise, stretching exercises, resisted exercises, endurance exercises, and balance and proprioceptive training. The means of selecting and creating safe and effective exercise programs for athletes who present with injuries to the lumbar spine and lower extremities will be covered. One credit.

AT 531 Examination, Assessment and Diagnosis of the Lower Quarter

This course covers lower quarter injuries and disorders that occur in the athlete and physically active individuals including epidemiology and an evidence-based approach for performing an examination and assessment that leads to clinical diagnosis and determination of a patient's plan of care. Three Credits.

AT 533 Clinical Medicine

This course covers the understanding, recognition, treatment and referral process for general medical conditions and disabilities that an entry-level certified athletic trainer may encounter in athletes and other physically active persons. Conditions are presented for the integumentary, cardiovascular, respiratory, endocrine, digestive, urinary, musculoskeletal, reproductive, nervous, and lymphatic/immunity systems. Medical tests are also discussed such as blood work and radiological studies. Three credits.

AT 534 Neurocognitive Assess & Treat Head injuries

This course covers epidemiology and acute assessment of head injuries. Management of acute and chronic concussion signs and symptoms will also be discussed. One credit.

AT 552 Therapeutic Modalities

This course covers the principles for the use of superficial and deep thermal agents including moist heat packs, ultrasound, whirlpool, paraffin, cold packs, ice massage and cold compression units. Biophysical effects of temperature, elevation, depression and compression are discussed. The principles of the electrical modalities for use in decreasing pain, decreasing inflammation, facilitating muscle contraction and use for biofeedback training are covered. The uses of traction, compression and basic Western massage are covered. Three credits.

AT 571 Sports Nutrition

This course covers the role nutrition plays in enhancing one's health, fitness and sports performance. Principles of human energy systems for performance, nutrients in food,

body composition and weight control, utilization of vitamins and minerals, and water, electrolyte, and temperature regulation are introduced. Eating disorders and effects of poor nutrition are presented. Three credits.

AT 581 Athletic training clinical experience I

This course is the first Athletic training clinical experience for a student in the Master of Science in Athletic Training Degree. This Athletic training clinical experience will be in an athletic training setting which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will perform clinical skills in accordance to what was instructed during the first summer semester. Four credits.

AT 582 Athletic training clinical experience II

This course is the second Athletic training clinical experience for a student in the Master of Science in Athletic Training Degree. This Athletic training clinical experience will be in an athletic training setting which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will perform clinical skills in accordance with what was instructed in previous coursework. Four credits.

AT 610 Athletic Training Leadership Seminar

This course addresses the importance of leadership in the profession of athletic training. Students will interact with leaders and administrators from varied practice settings to develop the ability to lead, communicate and utilize health informatics for patient outcomes. One credit.

AT 614 Pharmacology in Athletic Training

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess in pharmacological applications, including awareness of the indications, contraindications, precautions, and interactions of medications and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. Two credits.

AT 621 Functional Human Anatomy II

This course covers the functional musculoskeletal anatomy of the cervical spine, head, face, and upper extremities. The course covers osteology, joint osteokinematics and arthrokinematics and muscle function including origin and insertion and innervation.

Students will understand the function of the facial, neck and upper extremity muscles. During laboratory experiences students will have access to a cadaver laboratory for observation and dissection. Clinical laboratories will include surface palpation of the upper quarter, joint range of motion assessment. Three credits.

AT 624 Therapeutic Exercise II

This course covers the principles of therapeutic exercise prescription for the injured athlete or physically active person. Types of exercises covered include passive range of motion exercises, active range of motion exercises, joint mobilization during exercise, stretching exercises, resisted exercises, endurance exercises and balance and proprioceptive training. The means of selecting and creating safe and effective exercise programs for athletes who present with injuries to the cervical spine and upper extremities will be covered. Analysis of upper extremity mechanics during sport will be discussed. Two credits.

AT 631 Examination, Assessment and Diagnosis of the Upper Quarter

This course covers upper quarter injuries and disorders that occur in athletes and physically active individuals including epidemiology and an evidence-based approach for performing an examination and assessment that leads to clinical diagnosis and determination of a patient's plan of care. Two credits.

AT 643 Advanced Rehabilitation of Athletic Injury

This course is an in-depth study of the rehabilitation of athletic injuries to the spine and extremities. Principles including managing soft tissue and joint injuries from the acute stage through the chronic stage of healing are followed. Common surgical procedures for the spine and extremities and their respective rehabilitation protocols are discussed. Laboratory sessions involve learning manual therapy techniques such as joint mobilizations, soft tissue mobilizations (manual and instrument-assisted), and exercise approaches with emphasis on proper progression and functional activities needed for return to participation. Three credits.

AT 651 Clinical Decision-Making in Emergency Care

This course covers the decision making process of the athletic trainer when providing emergency care in a variety of settings. This course will cover emergency care cases involving sudden death or catastrophic incidents stemming from respiratory, cardiac, brain, cervical spine, general medical, environment-related, orthopedic, abdominal and thoracic illnesses and injuries. Topics including interprofessional communication, emergency preparedness and refusal to consent to care will also be covered. One credit.

AT 653 Ethics and Professionalism in Athletic Training

This course covers the knowledge, skills and values that an athletic trainer must possess to practice athletic training according to the National Athletic Trainers' Association Code of Ethics, the Board of Certification Standards of Practice, and under all relevant local, state, and federal regulations. Additionally, this course covers professional development, cultural competence in healthcare, and inter-professional practice. Two credits.

AT 667 Capstone Project Development I

This course is the first of a three course series and serves as the introduction to the capstone project. The student will be introduced to the purpose of the capstone project, which is to develop an understanding and appreciation for the research project to continue to grow as informed clinicians and scholarly practitioners. The student will improve their ability to read critically, write scientifically and speak thoughtfully regarding research in sports medicine. The student will choose a capstone topic, develop a clinically relevant question and begin acquiring and appraising evidence to support the topic. The student will work closely with the course instructor and a faculty mentor throughout the capstone project. One credit.

AT 668 Capstone Project Development II

This course is the second of a three course series for the capstone project. Students will continue to develop their project topic and will begin drafting the appropriate portions of the final capstone project. The student will continue to work closely with the course instructor and a faculty mentor throughout the capstone project. One credit.

AT 670 Health Care Administration

This course is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess to develop, administer, and manage a healthcare facility and associated venues that provide healthcare to athletes and others involved in physical activity. Two credits.

AT 681 Athletic training clinical experience III

This course is the third Athletic training clinical experience for a student in the Master of Science in Athletic Training Degree. This Athletic training clinical experience may be in an athletic training setting such as with a college, high school or professional sports team, or in a non- sport setting, such as a sports medicine clinic, performing arts center or sports performance center. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will perform clinical skills in accordance with what was instructed in previous coursework. Four credits.

AT 682 Athletic training clinical experience IV

This course is the fourth Athletic training clinical experience for a student in the Master of Science in Athletic Training Degree. This Athletic training clinical experience may be in an athletic training setting such as with a college, high school or professional sports team, or in a non-sport setting, such as a sports medicine clinic, performing arts center or sports performance center. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will perform clinical skills in accordance with what was instructed in previous coursework. Four credits.

AT 698 Imaging, Casting and Bracing of Orthopedic Injuries

The course will cover imaging principles and techniques for diagnosing fractures and other soft tissue injuries. Students will then learn how to manage the injury by providing patient education, patient preparation, application and removal of the cast or brace. Three credits.

AT 711 Theories and Practice of Conditioning

This course covers the theories and practice of providing strength and conditioning programs for athletes, bodybuilders, and active or sedentary persons who want to initiate a fitness program. This course prepares the student to develop fitness programs for athletes of all sports and is preparation for the National Strength and Conditioning Association (NSCA) examination to receive the Certified Strength and Conditioning Specialist certification (CSCS). Two credits.

AT 774 Senior Seminar

This course covers the preparation for and completion of the program's comprehensive examinations to prepare the student for the Board of Certification (BOC) examination and to serve as a program benchmark to determine student learning over time of all of the BOC Practice Domains. One credit.

AT 591 Athletic training clinical experience I for Dual Degree MSAT/DPT

This course is the first Athletic training clinical experience for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy Dual Degree. The Athletic training clinical experience will be in an athletic training setting which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will perform clinical skills in accordance to what was instructed in previous coursework. Two credits.

AT 592 Athletic training clinical experience II for Dual Degree MSAT/DPT

This course is the second Athletic training clinical experience for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy Dual Degree. The Athletic training clinical experience will be in an athletic training setting which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will

perform clinical skills in accordance with content instructed in previous coursework. Two credits.

AT 593 Athletic training clinical experience III for Dual Degree MSAT/DPT

This course is the third Athletic training clinical experience for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy Dual Degree. This Athletic training clinical experience will be in an athletic training setting which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will perform clinical skills in accordance with content instructed previous coursework. Two credits.

AT 594 Athletic training clinical experience IV for Dual Degree MSAT/DPT

This course is the fourth Athletic training clinical experience for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy Dual Degree. This Athletic training clinical experience will be in an athletic training setting which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will perform clinical skills in accordance with content instructed in previous coursework. Two credits.

AT 691 Athletic training clinical experience V for Dual Degree MSAT/DPT

This course is the fifth athletic training clinical experience and second full-time physical therapy clinical affiliation for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy Dual Degree. This Athletic training clinical experience may be in an athletic training setting such as with a college, high school or professional sports team, or in a non-sport setting, such as a sports medicine clinic, performing arts center or sports performance center. The student will work under the direct supervision of the assigned certified athletic trainer/licensed physical therapist on the premises or physician, and will perform clinical skills in accordance to what was instructed in the MSAT/DPT programs from the first term up to this current term. Six credits.

AT 692 Athletic training clinical experience VI for Dual Degree MSAT/DPT

This course is the sixth and final clinical Athletic training clinical experience for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy Dual Degree. This Athletic training clinical experience may be in an athletic training setting such as with a college, high school or professional sports team, or in a non-sport setting, such as a sports medicine clinic, performing arts center or sports performance center. The student will work under the direct supervision of the certified athletic trainer on the premises or a physician, and will perform clinical skills in accordance to what was instructed in previous coursework. Four credits.

AT 720 Wilderness First Responder

This course prepares health professionals to become certified as Wilderness First Responders. Students will become proficient in backcountry injury prevention, emergency care, and search and rescue. As a culmination of the course, students will participate in a one-week intensive wilderness learning experience. Two credits.

AT 767 Capstone in Athletic Training

This course is the third of the capstone series in which the student will finalize their publication-quality capstone project. The student will disseminate their research to an appropriate audience as approved by the instructor and faculty advisor. One credit.

AT 799 Independent Study

This course is an individualized, in-depth instruction setting for exploration of an athletic training topic with a faculty advisor, designed to provide an opportunity for athletic training students to evaluate their particular areas of interest. Projects must be approved by the Athletic Training Program Director and the student's advisor prior to registration. Two credits.

[Back to Top](#)

9.6 Athletic training clinical experiences

Athletic training clinical experiences are semester-long MSAT courses in which the student gains professional experience in a variety of athletic training settings. Traditional MSAT students will complete four 4-credit Athletic training clinical experiences. Dual Degree MSAT/DPT students will complete four two-credit, one four-credit and one six credit Athletic training clinical experience. For each athletic training clinical experience, the student will receive a course syllabus stating the description, objectives and grading methods. An athletic trainer, certified, and in good standing with the BOC, and who currently possesses the appropriate state athletic training practice credential, or a physician who is licensed and in good standing, must supervise the majority of the student's clinical education. Standard 31 of the CAATE Professional Standards states that athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician. The integral part of each athletic training clinical experience is the provision of opportunities for the student to develop specific proficiencies pertaining to the healthcare of athletes. These proficiencies are delineated in the *Shenandoah University SU Athletic Training Program Clinical Proficiency Manuals Level I, II, and III*. These manuals are written in a sequence to show the continuum from novice learning toward mastery of clinical proficiencies over time. Additionally, the student will be evaluated by a Preceptor or program faculty using the tool, *Athletic training clinical experience Performance Instrument*.

Primary or traditional clinical settings include the athletic training clinic, athletic practices, and competitive events of high school, collegiate and professional settings. The athletic training clinic is considered to be a "designated physical facility located within the sponsoring institution or within an acceptable affiliated clinical setting in which comprehensive athletic care services are provided." Comprehensive health care services include practice and game preparation, injury/illness evaluation, first aid and emergency care, follow-up care, rehabilitation, and related services.

Three of the four athletic training clinical experiences must be in a primary or traditional athletic training setting under the supervision of a Preceptor. The student must have ample opportunity to demonstrate mastery of the skills contained in *Clinical Proficiency Manuals I, II, & III*.

The primary athletic training clinical experiences will be either on the campus of Shenandoah University or at one of our affiliated clinical sites in a high school, collegiate or professional setting.

One athletic training clinical experience during the second year in the curriculum may be with a non-sport patient population. These settings include, for example, a corporate

setting where sports health care is provided, a sports medicine clinic such as a sports physical therapy practice, an industrial rehabilitation setting where certified athletic trainers are employed, public safety sector, or a physician's office. The Program Director in collaboration with the program Coordinator of Clinical Education (CCE) will determine if the student should be sent to this setting. Completion of clinical competencies must be taken into account, since there may be less opportunity for students to demonstrate skills in the non-traditional setting.

According to 2020 CAATE Standard 17: A program's clinical education component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients throughout the lifespan (for example, pediatric, adult, elderly), of different sexes, with different socioeconomic statuses, of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities), and those who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

Athletic training clinical experiences will be selected using the following method: Prior to each fall and spring semester, preceptors and clinical supervisors who are affiliated with the SU MSAT program will be polled to determine the availability of student placements. Athletic training clinical experience assignments will be made based on this availability. The student will rank his/her top three choices for placement from the list of available sites on the Athletic training clinical experience selection form. Students will provide a rationale for their choices. Students are not guaranteed to be assigned to any of their choices; however, the program will do its best to try to accommodate the student's request. The Coordinator of Clinical Education (CCE) and Associate Coordinator of Clinical Education, in collaboration with the Program Director (PD) if needed, will ultimately decide where the student is placed. The PD and CCE will use the following criteria for assigning students to athletic training clinical experiences:

1. Ensuring the student gains experiences in a variety of individual and team sports
2. Ensuring the student gains experiences with different ages of athletes (college vs. high school setting)
3. Ensuring the student gains experiences with male/female athletes and upper/lower extremity sports
4. A student's interest in non-sport patient populations
5. Attempting to send the student to a place of particular professional interest
6. Taking into account student's ability to travel
7. If one of the clinical sites is on the list of SU ATP specialty clinics, the student must meet with the CCE to learn the specific requirements for this placement. For example, certain specialty sites may only allow a second year student. The site may be of advanced rigor, which will not allow a student who is on academic probation or a student who has had previous issues with problems with foundational behaviors to be eligible. The specialty clinic site may choose to interview the interested students and provide their own feedback as to whom they believe would be the best match for their setting. The specialty site may require an extensive criminal background check and drug screening.

During each assigned athletic training clinical experience students will also have exposure to non-sport patient populations and general medical settings. These experiences will be selected based on 1) location of assigned athletic training clinical experience site in relation to the general medical or non-sport clinical site 2) student interest in the available sites 3) availability of clinicians in those settings.

[Back to Top](#)

9.7 Instructional Methods

Types of Instruction

Face-to-face (in person)

Instruction is received by the learner in a space that is located on a campus site (e.g. classroom building on the main or a branch campus). For formal instruction, the instructor and learner share the same physical space more than 50% of the time. The instructor and learner interact mostly at the same time.

- Face-to-face lecture and/or laboratory work
- Class and small group discussions/tutorials and demonstrations
- Laboratory assignments
- Interactions with Team Physicians regarding clinical experiences
- Quizzes, tests, and oral and written examinations including program comprehensive oral, written, and practical exams
- Email, Canvas
- Supplemental reading: printed material, assignments, handouts, etc.

Hybrid (combination of face-to-face and online format)

Instruction is received by the learner in a space located on a campus site (e.g. classroom building on a main or branch campus) or in a space that is not on a site approved as campus (e.g. at home). For formal instruction, the instructor and learner share the same physical space less than 50% of the time. Electronic delivery is used for the balance of instruction. During electronic interaction, the instructor and learner interact mostly at different times (e.g. discussion board or podcast).

- Face-to-face lecture and/or laboratory work
- Zoom lecture and lab breakout rooms
- Audio-visual materials: recorded lectures, videos, podcasts, models, etc.
- Programmed instruction: interactive video and other independent study modules
- Class and small group discussions/tutorials and demonstrations
- Laboratory assignments
- Interactions with Team Physicians regarding clinical experiences
- Quizzes, tests, and oral and written examinations including program comprehensive oral, written, and practical exams
- E-mail, Canvas and other web education
- Supplemental reading: printed material, assignments, handouts, etc.
- Athletic training clinical experiences I-IV, or I-VI for MSAT/DPT Dual Degree

Online

Instruction is received by the learner in a space that is not on a site approved as a campus (e.g. at home). Apart from a face to face orientation or initial class meeting, for

formal instruction, the instructor and learner interact mostly at different times (e.g. discussion board or podcast).

- Audio-visual materials: lecture recording media, streamed-video, podcasts, recordings, models, etc.
- Programmed instruction: interactive video and other independent study modules
- Interactions with Team Physicians regarding clinical experiences
- Quizzes, tests, and oral and written examinations including program comprehensive oral, written, and practical exams
- E-mail, Canvas and other web education
- Field trips
- Supplemental reading: printed material, assignments, handouts, etc.

Hardware/Software Requirement – Students must participate in the Shenandoah University IMLearning program which includes a Macbook along with software support.

[Back to Top](#)

9.8 Distance Education (Hybrid or Online Courses)

Distance education means education that uses technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The Shenandoah University Athletic Training Program offers some of its fall and spring courses in a hybrid format (courses that are delivered 51%-99% online).

The courses that utilize this format are:

- AT 504 Psychosocial Intervention/Referral in Athletic Training
- AT 505 Evidence-Based Practice in Athletic Training
- AT 533 Clinical Medicine
- AT 571 Sports Nutrition
- AT 614 Pharmacology in Athletic Training
- AT 653 Ethics and Professionalism in Athletic Training
- AT 668 Capstone Project Development II
- AT 670 Health Care Administration
- AT 711 Theories and Practice of Conditioning Athletes
- AT 774 Senior Seminar
- AT 767 Capstone in Athletic Training

The purpose of this format of delivering courses is to afford the student the opportunity to receive athletic training clinical experiences at a variety of locations while still being able to complete the required didactic curriculum. The student will learn the same material at a distance that would have been offered if the courses were on-site. Materials are delivered on Canvas, a learning management system. Lectures are provided using slides, videos, recorded lectures, or other available online learning platforms.

Distance courses may include an on-campus seminar where the student will receive lecture or laboratory instruction, or in specific instances, off-campus by a Preceptor. During this seminar, the student may also present course material, be examined on course material, and checked-off on clinical proficiencies. The student will be given the dates of the seminar at the beginning of the semester. The respective preceptors at the

student's athletic training clinical experience will be notified that the student is to be excused for that time period.

Additional information on Distance Education is located in the *Shenandoah University SU Athletic Training Program Distance Education Manual* which is distributed to the student during the first summer session.

Synchronous learning will require use of a video conferencing platform such as Zoom. Information on Zoom ground rules, SU tech support and Canvas are outlined in these [Online Learning Guidelines](#).

[Back to Top](#)

9.9 University Grading Scale and Academic Appeals Policy

Each student's course grade will be determined via evaluation of the degree to which the student meets the course objectives. Individual course outlines will identify the weighting system by which scores from tests, quizzes, written assignments, performance, etc. will be utilized to determine a final grade.

See [Academic Appeals Policy and Formal Academic Appeals Procedure](#) in the Shenandoah University Graduate Catalog.

The student's knowledge, understanding, and ability to integrate information into the clinical problem-solving process will be graded on the point system, which is used to determine the course grade. The points earned in each category are totaled. These are then converted to a percentage based on the total number of points possible. The grading scale based on percentage is as follows:

90 – 100	= A
80 – 89	= B
70 – 79	= C
60 – 69	= D
Below 60	= F

Note: MSAT students must earn a minimum of 70% as a final grade in order to pass each course. A final grade of D or F results in failure of the course.

[Back to Top](#)

9.10 Examinations

The policies and procedures in the section apply to all oral, written, and practical testing procedures. Follow policies and procedures located in course syllabi.

[Back to Top](#)

9.11 Written Assignments

Refer to the course syllabus for policy and procedure for turning in course assignments.

[Back to Top](#)

9.12 Student Course Evaluations

During the academic year, students will be asked to complete a course evaluation to assess course content and content delivery. In addition, student feedback on the curriculum will be requested through the use of an exit survey given the week of graduation.

[Back to Top](#)

9.13 Shenandoah University Academic Integrity Code

Shenandoah University's mission statement is to educate and inspire individuals to be thinkers, lifelong learners, and ethical, compassionate citizens. To fulfill the University's mission, it is important to uphold the principles of academic integrity on campus. The concept of honor may be defined in a variety of ways; however, at this University, the code prohibits lying, stealing, and cheating. All students enrolled in courses at Shenandoah University must be held to the rigorous standards of academic honesty to ensure the attainment of knowledge necessary to become ethical and compassionate citizens who can make responsible contributions to their community and career. The guidelines for academic integrity are outlined in the following code.

Undergraduate and graduate students, faculty and staff are responsible for upholding the academic integrity code, being aware of the University's Academic Integrity Code procedures, and reporting all violations of the academic integrity code in a timely manner. Ignorance is not an acceptable defense for failing to follow the Code.

Shenandoah University [Academic Integrity Code](#)

[Back to Top](#)

9.14 Shenandoah University Religious Observances Policy

Purpose

Shenandoah University is committed to nondiscrimination, diversity, inclusiveness, and support for its students, faculty, employees, and staff regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. Shenandoah will not permit religious discrimination in accordance with the US Equal Employment Opportunity Commission (EEOC). As part of this commitment, the University makes good faith efforts to provide reasonable religious accommodations to those whose religious observances conflict with a University policy, procedure, or other academic or employment requirement unless such accommodation would create undue hardship to the faculty, staff, school, program, or the University at large.

Reason for the Policy

Shenandoah University is a United Methodist Church-affiliated institution of higher education. The United Methodist Church-affiliation of Shenandoah University and the Christian influences on the popular culture of the United States cause the schedule and design of the university to operate on a model that inherently privileges Protestant

Christian patterns of life. Because of its United Methodist Church-affiliation and its welcoming spirit, Shenandoah University seeks to be a hospitable and supportive community for students from all religious traditions. The university environment is enriched by the religious diversity of its faculty, staff, and students. For this reason, the university needs a Religious Observance Policy to support all students in requesting accommodations for religious observances.

Definitions

Religion is a way of being in the world that includes attitudes, practices, beliefs, and social organizations. Religious observances perform ways of being religious that may be personal or communal, private or public, daily or occasional.

A reasonable accommodation is any adjustment to the work environment that will allow an employee or student to practice his or her religion. This may mean any adjustment in attendance requirements and/or the academic environment that will not result in undue hardship to the University. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the course coordinator/instructor and by the University.

Examples of reasonable accommodations for student absences may include:

1. Providing a time and/or place to pray
2. Rescheduling an exam or giving a makeup exam for the student in need of a religious accommodation
3. Altering the time of a student's presentation
4. Allowing assignments to substitute for missed class work. Note: the alternative work must not be more difficult than the missed class work.

Undue Hardship is a request, practice, procedure, or financial cost, which faculty determine unreasonably interferes with academic requirements or essential job functions at the University. Faculty will be required to provide a rationale whenever an undue hardship is determined.

Request Procedure

Below are the steps involved in requesting a religious accommodation. If the instructor/coordinator and/or students have questions about the process, they should contact the director/dean of their school.

Step One

Student submits the Religious Observances Request Form located in the Student Handbook to his/her coordinator/instructor *before the end of the drop/add period*. Requests submitted after this date will be considered, but approval cannot be guaranteed due to the potential short notice given by the student. If the student involved is a pharmacy or health professions student, the form must also be shared with whomever approves absences for each respective school. Retroactive accommodations will not be approved.

Step Two

The instructor/coordinator will evaluate the undue hardship of the request. If the coordinator/instructor has questions about the appropriateness of a request, he/she must contact the Office of Spiritual Life. It is expected that the coordinator/instructor will respond to the request in a timely manner, normally within ten (10) class days. This is intended to provide sufficient time for thoughtful consideration of all pertinent information. However, this timeframe can be extended by mutual agreement between the student and coordinator/instructor involved. If a timely response does not occur, the student should contact the appropriate department or division chair.

Step Three

If the instructor/coordinator approves the absence(s), the accommodation granted for any missed work will be added to the Religious Observances Request Form. If the instructor/coordinator denies the request, reasoning must be provided and the student may start the appeal process (see below). Students with an approved accommodation must be provided with a reasonable alternative to complete missed work. Students may be required by the course coordinator/instructor to complete and submit assignments prior to the day of absence. Students may also be asked to make up the missed work and are responsible for the material covered on that missed day of class.

Step Four

A copy of the completed written request and its approval status will be maintained by the course coordinator/instructor until the end of the semester at which time it will be destroyed.

Additional Information

Absences due to an approved religious observance will be considered an excused absence and will not result in penalty. For example, absences due to a religious observance will not count against a student's attendance record in the class. Reasonable accommodations for travel will also be excused for the religious observance. Students engaged in experiential learning (ex. clinical rotations, internships, preceptorships, student teaching, etc.) may not be able to be accommodated. It is expected that the student will follow the policy of the facility or organization where he/she is completing the rotation/internship.

Appeals Procedure

If a student is denied religious accommodation and the student believes that this was done in error, the student may start the appeals process. It is expected that each step described below will be completed in a timely manner. At each step in this process, the student may request to meet directly with the person hearing the appeal. The person hearing the appeal may meet with the student or seek the counsel of faculty members or others who may have pertinent information.

Step One

Within three (3) business days of the notice of denied accommodations, the student should make an appointment with the coordinator/instructor to discuss the grievance and to seek resolution.

Step Two

If dissatisfied, the student should schedule an appointment with the appropriate department or division chair to seek a resolution.

Step Three

If dissatisfied, the student should schedule an appointment with the appropriate dean or director to seek a resolution.

Step Four

If dissatisfied, the student should make a written grievance to the provost. The letter must be submitted within three (3) business days of notice of the denied appeal by the student's dean or director and should be submitted via e-mail. The letter should outline the need for a religious accommodation and include a description of an accommodation the student believes to be reasonable; additional supporting materials may also be included. If the provost sees merit in the grievance, she will review the request. If there is no merit, the student will be notified that this ruling is final.

[Back to Top](#)

9.15 Classroom Use of Electronic Devices

See course syllabi for policy on the use of electronic devices in the classroom and/or lab settings.

[Back to Top](#)

9.16 Additional Programs: Graduate Certificate in Performing Arts Medicine

The SU Athletic Training Program houses an interdisciplinary Graduate Certificate program in Performing Arts Medicine. Performing Arts Medicine is an emerging practice area in athletic training.

i. PAM Graduate Certificate Mission

The mission of the performing arts medicine graduate certificate program is to educate healthcare professionals on the prevention, assessment, and management of injuries and disorders specific to dancers, theater artists, and musicians along with promoting clinical research to determine best practices.

ii. PAM Graduate Certificate Goals and Objectives

At the completion of the PAM Graduate Certificate Program students will:

1. Use the correct terminology associated with various dance techniques, instrumentalist and vocalist performance so that they better understand the demands and functions of the performing artist.
2. Use their knowledge of anatomy and kinesiology of dance movement, instrumentalist technique and vocal posture to prevent injuries or understand why an injury occurred.
3. Improve performing artist health and wellness by using their knowledge of nutritional needs of the performing artist, the appropriate use of ergogenic aids, and an understanding of how to screen for and intervene for disordered eating.
4. Provide wellness and preseason screening for performing artists.

5. Perform orthopedic assessments that are specific to the needs of a performing artist.
6. Demonstrate how to create an emergency action plan for a performing arts venue and how to provide backstage care for performing artists
7. Demonstrate treatment interventions that are specific to dance, instrumentalist, and vocalist injuries and disorders and also to know when to refer these performers to other appropriate health care professionals.
8. Be able to critically evaluate the existing literature on performing arts medicine and understand the gaps in evidence-based practice in performing arts medicine.
9. Complete a capstone project promoting evidence-based practice in performing arts medicine.
10. Effectively use the information learned in the PAM Master Certificate program in one's clinical practice setting and the performing arts community.

iii. Application Process for the Graduate Certificate in PAM

This program is open to MSAT students provided that they are in good academic standing. Application to this program requires approval from the PD. The PD takes the following criteria into account:

1. If applying during summer one, the student's MSAT midterm grades must be at level of B or higher;
2. If applying in year two, program cumulative GPA must be at a minimum of 3.0;
3. Students must demonstrate appropriate professional behavior along with demonstrating the stated grades to take on this additional load.

iv. PAM Graduate Certificate Curriculum

The PAM Graduate's Certificate course sequence is listed below. The PAM courses are eligible for federal financial aid. More information on the PAM graduate certificate can be obtained directly from the Associate Director of the PAM Program, Dr. Michele Pye.

Summer 1	Credits
PAM700 Performing Arts Terminology	1
Fall 1	
PAM702 Anatomy and Kinesiology of Performing Arts	3
*PAM703 Nutrition for the Performing Artist/AT 571	(3)
Spring 1	
PAM705 Management of Performing Arts Injuries for the Healthcare Professional	3
Summer 2	
PAM706 Performing Arts Medicine Research Seminar	2
Fall 2	
PAM708 Internship in Performing Arts Medicine	1
Spring 2	
PAM709 Performing Arts Medicine Capstone	1

Total PAM program credits for MSAT Student

12 credits

*AT571 Sports Nutrition counts in place of PAM 703 Nutrition for the Performing Artist. Therefore, the addition of the PAM Master's Certificate is 12 total credits.

[Back to Top](#)

9.17 Additional Programs: Graduate Certificate in Performing Arts Health & Fitness

The SU Athletic Training Program houses an interdisciplinary Graduate Certificate program in Performing Arts Health and Fitness. The Graduate Certificate in Performing Arts Health and Fitness offers performing artists, performing arts educators and health and fitness practitioners an opportunity to specialize in the field of improving the health and fitness of performing artists. The certificate consists of foundational courses on the core principles of injury/illness prevention, strength and conditioning, nutritional requirements, and the integration of mind and body techniques to enhance performance.

i. PAHF Graduate Certificate Mission

The mission of the Graduate Certificate (GC) in Performing Artist Health and Fitness is to educate students on methods to prevent performing artist injury/illness, to provide strength and conditioning to improve performance, to understand nutritional needs of the performing artist, and to integrate mind and body techniques to enhance health and wellness.

ii. PAHF Graduate Certificate Goals and Objectives

At the completion of the Graduate Certificate the student will be able to:

1. Apply evidence-based approaches, concepts and theories in the discipline of performing arts health and fitness.
2. Educate performing artists on health and fitness practices that will prevent injury and improve performance.
3. Implement nutrition, strength and conditioning, and mind and body techniques that prevent injury or improve performance of the performing artist
4. Contribute to the evidence in health and fitness for performing artists.
5. Demonstrate the attributes of leadership in performing arts health and fitness.

iii. Application Process for the Graduate Certificate in PAHF

This program is open to MSAT students provided that they are in good academic standing. Application to this program requires approval from the PD. The PD takes the following criteria into account:

1. If applying during summer one, the student's MSAT midterm grades must be at level of B or higher;
2. If applying in year two, program cumulative GPA must be at a minimum of 3.0;
3. Students must demonstrate appropriate professional behavior along with demonstrating the stated grades to take on this additional load.

iv. PAHF Graduate Certificate Curriculum

The PAHF Graduate's Certificate course sequence is listed below. The PAHF courses are eligible for federal financial aid. More information on the PAHF graduate certificate can be obtained directly from the Associate Director of the PAHF Program, Dr. Michele Pye.

	Credits
Summer 1	
PAHF700 Musculoskeletal Terminology for Performing Artist	1
Fall 1	
PAHF702 Anatomy and Kinesiology of Performing Arts	3
*PAHF703 Nutrition for the Performing Artist/AT 571 (3)	
Spring 1	
PAHF705 Health and Fitness for Performing Artists	3
Summer 2	
PAHF706 Research Seminar	2
Fall 2	
PAHF708 Internship	1
Spring 2	
PAHF709 Capstone	1
Total PAHF program credits for MSAT Student	12 credits

*AT571 Sports Nutrition counts in place of PAHF 703 Nutrition for the Performing Artist. Therefore, the addition of the PAHF Master's Certificate is 12 total credits.

[Back to Top](#)

10.0 STUDENT POLICIES AND PROCEDURES

10.1 Retention and Promotion

1. A student must satisfactorily pass all courses and be in good standing regarding professional behavior to qualify for promotion to the next semester. During the final semester of the program, if all program requirements are heading toward satisfactory completion, the PD signs the graduation clearance form for the student and submits this to the Registrar.
2. To remain in good academic standing in the MSAT or Dual Degree MSAT/DPT program, a student must be able to demonstrate the possession of:
 - a. a current and cumulative grade point index of at least 2.8
 - b. a minimum of a "C" grade in all of the MSAT courses
 - c. Satisfactory evidence of good interpersonal relations and professional conduct in both the didactic and clinical components of the curriculum.
3. Failure to achieve all of the criteria listed above shall be grounds for probation or dismissal from the MSAT program:

- a. Should a student fall below a minimum of a 2.8 GPA during an academic semester, the student will be placed on academic probation. The student will be sent a letter stating this situation. The student will be required to bring the cumulative GPA up to a minimum of 2.8 the following semester. If the student does not achieve this minimum cumulative GPA of 2.8, he/she will be dismissed from the curriculum one full academic year and possibly, permanently. The student may petition to return the following year. The student must submit a typed letter to the Program Director requesting return into the curriculum the following year. This petition should include an action plan stating what the student would do to strengthen his/her academic performance. The faculty votes on the petition. The Program Director will send a letter to the student indicating whether or not he/she is able to return. All courses in which the student had below the grade of "B" will need to be retaken upon return.
- b. Should the student fall below the minimum GPA of 2.8 during the last semester of the program, the student will not receive the MSAT Degree. The student will be dismissed from the program and will need to petition to return the following academic year to retake any courses in which the student received lower than a "B". The MSAT Degree will only be awarded if the minimum of 2.8 GPA is achieved at the end of the curriculum.
- c. If a student fails a course during any semester, this results in dismissal from the program. The student may write a petition letter to the Program Director requesting a seat in the following year's class to restart the program. The student may not continue taking courses in sequence with his/her cohort after a course has been failed. The faculty votes on the petition. The Program Director will send a letter to the student indicating whether or not he/she is able to return. All courses in which the student had below the grade of "B" will need to be retaken upon return.
- d. If a student fails more than one course during a semester, or if a student obtains a second failed course after having returned from either a previous dismissal from a course failure or a dismissal from having been below the 2.8 minimum GPA for 2 consecutive semesters, then the student is dismissed and may not petition to return to the program.
- e. AT 774 is the course that covers the Program's culminating comprehensive written, oral, and practical exams. If a student fails this course, he/she may be allowed to retake it one time provided that he/she has not been previously dismissed from the program for a failed grade in another course. Should the student fail the retake of AT 774 then he/she is dismissed from the program and does not have the right to petition for return.

[Back to Top](#)

10.2 Remediation Policy

Students who receive "C" or lower midterm grades in any course in the athletic training curriculum are required to meet with their advisor. An academic advising form will be

completed during the advising meeting that lists strategies for academic improvement. This form is signed by the advisor and the student and is filed in the ATP main office.

[Back to Top](#)

10.3 Dismissal from Program/Program Reinstatement

i. Academic

Failure to meet retention requirements spelled out in section 10.1 will result in dismissal from the Shenandoah University Master of Science in Athletic Training program.

ii. Inappropriate Affective Behavior in didactic classes and on SU campus

Any student who demonstrates inappropriate affective behavior (including, but not limited to, the following: poor attendance of required classes, missed examinations, lack of participation in required school activities, inappropriate dress in the classroom, poor personal hygiene, violation of student handbook policies, unsafe behavior or lack of respect for the dignity and rights of others) will be issued a written warning at the first occurrence. A second incident will be documented and forwarded to the Dean of the School of Health Professions. The inappropriate behavior in question may result in dismissal from the program for one academic year at a minimum and possible permanent dismissal. It is possible that the first inappropriate behavioral problem was so egregious that it results in immediate dismissal from the program/University.

In order to be reinstated after a dismissal caused by inappropriate affective behavior, the student must demonstrate clear improvement in the offending behavior. The student may need to attend counseling or provide other documentation as to how he/she will return as a student with proper professional and civil behavior. The student will send a formal letter petitioning his/her return to the Program Director along with any supporting documentation. The faculty will vote on the student's possible return. The Program Director will send the student a letter regarding the outcome.

iii. Inappropriate Behavior During Athletic training clinical experience

a. Refer to the respective Athletic training clinical experience Syllabus for Professionalism/Foundational Behavior Policy

iv. Inappropriate Affective Behavior that falls outside of scheduled didactic classroom and Athletic training clinical experience.

A. Athletic Training Students are required to demonstrate appropriate professional behavior in both the classroom and Athletic training clinical experience setting. Additionally, athletic training students cannot disrespect and bring harm to the reputation of the ATP while enrolled in the MSAT curriculum but functioning outside of these structured environments. Examples of inappropriate affective behavior outside of the classroom and Athletic training clinical experience include but are not limited to:

- a. disorderly conduct in public
- b. drinking and driving or other misdemeanor
- c. socializing/partying/dating athletes/clients/coaches from current or past Athletic training clinical experiences

- d. inappropriately using social networking (see program social networking policy)
 - e. Being charged with or convicted of a felony crime
- B. If an incident off-campus results in a student being charged with a misdemeanor or felony crime by law enforcement, the student is required to notify the Program Director within 48 hours. Failure to report the misdemeanor or felony charge may result in immediate dismissal from the program. Being charged with a misdemeanor or felony crime, regardless of legal outcome, must be reported as this may affect the student's ability to remain placed at an athletic training clinical experience site. An athletic training clinical experience site has the right to know what the student is charged with and therefore has the right to remove the student from the clinic. In this instance, the student will be suspended from the program until the legal outcome has been determined. The outcome may allow the student to re-enter the program if charges are cleared, or may result in the student being dismissed if the student is found guilty. If the outside negative behavior did not involve a misdemeanor or criminal charge, the incident will be written up as a first occurrence affective behavior violation that occurred outside of the classroom and athletic training clinical experience. A second incident will be documented and forwarded to the Dean of the School of Health Professions and Provost. The result of having two inappropriate behaviors outside of classroom and athletic training clinical experience that bring harm to the reputation of the ATP may result in dismissal from the program for one academic year at a minimum, and possibly permanent dismissal.

v. Provisional Acceptance

Students admitted with a provisional acceptance must meet the arrangement of their signed contract regarding completion of a prerequisite course in the stated time frame with a "C" or better. Failure to meet the contract obligations will result in academic dismissal. The student may petition to the Program Director to return to the program the following year provided that the prerequisites are completed successfully.

vi. For students who achieve reinstatement (faculty approved the student petition to return) to the program after a dismissal the following need to occur upon return:

- a. Classes that had a grade of C or lower need to be retaken successfully.
- b. The student will begin recording a new proficiency manual to assure that clinical skills are up to date. MSAT faculty will work with students to review competencies from previous courses to make sure that their skill set is current.
- c. The student will meet the program technical standards and immunization requirements just as they did for their initial program entry.

[Back to Top](#)

10.4 Withdrawal from Program

For students voluntarily wishing to withdraw from the Program, the following steps must be taken:

- Discuss the matter with your advisor
- Discuss the matter with the Program Director
- Complete the official withdrawal forms from the University.

[Back to Top](#)

10.5 Attendance

According to Shenandoah University academic policy, found in the SU Graduate Catalog, the attendance policy for each course is to be set by the instructor at the beginning of the course. See course syllabi for attendance policies.

i. Athletic training clinical experiences

1. Refer directly to the respective Athletic training clinical experience syllabi.

ii. Leave of Absence

1. In the event that a matriculated student in the Athletic Training Program encounters a situation that requires a prolonged absence from the Program, that student may either withdraw from the Program or request a leave of absence. A request for a leave of absence must be submitted in writing to the Program Director with sufficient information to explain the situation. In the event that the student is ill or otherwise indisposed, the written requirement may be waived, or the Program Director may initiate the action independently.
2. If the request for leave seems reasonable and appropriate for the circumstance, and if the student is in good academic standing at the time, the Program Director in consultation with the Program faculty, may grant the leave. Otherwise, the Program Director may, at their discretion, deny the leave, recommend that the student withdraw from the Program, or may recommend that the student be dismissed from the Program. Conditions will be determined individually according to the merits of each case.
3. A student who is granted a leave of absence is expected to complete all missed work upon return to the Program. This may mean that a student may have to withdraw from courses, if allowed by the Shenandoah University, re-register, and take the courses from the beginning upon return to the Program.
4. In no case will a student be granted a leave of absence for a period of time longer than 12 calendar months. See Graduate Catalog sections on Continuous Enrollment and Withdrawal.
5. The Program Director, in consultation with the Program faculty, may recommend that a student take a leave of absence to complete certain remedial work that is deemed necessary to allow the student to succeed in the Program.
6. If a leave of absence is granted, for a period of time equivalent to two or more semesters, the student must notify the Program Director, in writing, of intent to return. Unless prior arrangements are made with the Program Director, this notification must be accomplished prior to the beginning of the semester preceding the return if the Program is expected to guarantee that a space will be available for the student.
7. If more than one semester elapses between the start of a leave of absence and the student's re-matriculation into the second year of the Program, the Program Director may require the student to demonstrate clinical competencies (e.g. orthopedic assessments and treatments, taping, bracing, etc.) and/or take a didactic phase proficiency exam. The student must receive a 70% or higher in both of these evaluation procedures in order to proceed to clinical rotations.

8. Prior to returning to the program from a leave of absence, the student must have signed an updated Technical Standards form and he/she must have a physician sign off on having met the Technical Standards.

[Back to Top](#)

10.6 Graduation

The Program Director signs a graduation clearance form generated from the Registrar's office indicating that the student has met the program requirements for graduation.

The organization and planning of the SU Athletic Training Program MSAT Hooding ceremony is the responsibility of the Program Director in conjunction with representatives of the graduating class. The program's Administrative Assistant assists with organizing this event.

[Back to Top](#)

10.7 Dress Code

Athletic training is recognized by the American Medical Association as an Allied Health Care Profession. Each athletic training student is expected to present themselves in professional attire and be neatly groomed. Please refer to the individual class and clinical course syllabi for specific dress codes.

[Back to Top](#)

10.8 Health Insurance

All MSAT and Dual Degree MSAT/DPT students must be covered with health insurance for the duration of the curriculum. All students are required to have health insurance that meets the current Affordable Care Act of 2010 and covers students in the State of Virginia. Medicaid from Virginia, West Virginia, Maryland, and the District of Columbia are the only Medicaid policies accepted. Students must go to the Shenandoah University Health Form link at [SU Health Form](#) to complete this information. This form is filed in the Wilkins Wellness Center.

[Back to Top](#)

10.9 Liability Insurance

All MSAT and DPT/MSAT students are covered for liability (malpractice) insurance under the EIIA's insurance with College Risk Retention.

Educational & Institutional Insurance Administrators, Inc.
200 s. Wacker Drive, Suite 100
Chicago, IL 60606
(800) 537-8410
Email: certificates@eiia.org

[Back to Top](#)

10.10 Immunizations

The University health record **must** be completed and returned to Wilkins Wellness Center **before July 15th**. Without a completed health record on file with the Wilkins Wellness Center, a student cannot attend classes, labs, or Athletic training clinical experiences. No exceptions will be made. Absence from program obligations due to an incomplete health record is an unexcused absence.

All students admitted to the MSAT ATP within the School of Health Professions must have a completed physical examination and provide evidence of specific immunizations as stated on the SU Health Form (see link in 10.8). All immunizations or tests must include complete dates for month/date/year.

The required immunizations are:

- I. Two MMR (measles, mumps and rubella) vaccinations or a positive titer (blood test to prove immunity)
- II. Last date of polio series or a positive titer
- III. Adult Tdap (tetanus, diphtheria, and pertussis) within the last 10 years regardless of last Tdap vaccination
- IV. Two varicella (chicken pox) vaccinations or a positive titer
- V. Meningitis ACYW135 within the past 5 years or waiver
- VI. Two meningitis B vaccinations (dates depend on manufacturer) or waiver
- VII. Three hepatitis B vaccinations or a positive titer or waiver
- VIII. Current influenza vaccination after August 1st for the current flu and academic year
- IX. Two TB skin tests and two readings with the second test and reading 7-21 days from the first test or QuantiFERON TB Gold test within the last 12 months
- X. A positive TB skin test from an exposure, latent TB or BCG vaccination requires that the student complete a chest x-ray and Statement of Treatment form (included on page 5 of the SU Health Form) "within" the last 12 months and must be signed by a MD/DO, NP, or PA.
- XI. COVID-19 Vaccine: We strongly recommend that students arrive with proof of having this vaccine, but it is not yet required upon admission. Incoming School of Health Professions students need to be aware that clinics that are required as part of degree completion may require that a student is fully vaccinated for COVID-19. This means that if a student does not have the vaccine or would like to select out of being vaccinated, clinical rotations may either be delayed or prohibited making graduation dates late or possibly not able to occur.

Immunizations - Religious Waiver Policy

All students admitted to Shenandoah University (SU) School of Nursing and Division of Respiratory Care, School of Pharmacy, School of Health Professions (Physician Assistant Studies, Physical Therapy, Occupational Therapy, and Athletic Training) (collectively, "Health Professions") and Music Therapy must provide evidence of specific immunizations prior to the applicable date set forth on the Health and Insurance Requirements for Health Professions Students form. Students who fail to provide these documents before the deadline may have their admission revoked, be suspended or dismissed from SU, and will not be allowed to attend classes, laboratory sessions or

clinical rotations. As a result of public health considerations, students admitted to a Health Professions program are not eligible for a Religious Exemption to the immunization requirements.

[Back to Top](#)

10.11 Communicable Disease Policy and Procedure

*Definition of Communicable Disease: a disease that can be transmitted directly or indirectly from one individual to another.

Students in the Athletic Training Program (ATP) must demonstrate protection against communicable disease transmission before being allowed to participate in healthcare settings. The strategy to limit communicable disease transmission is to:

1. Complete a physical examination and provide evidence of necessary immunizations or titers indicating immunity (according to the CDC recommendations for healthcare professionals) upon entry to the ATP (see 10.10 above)
2. ATP students must complete yearly training on the handling of blood borne pathogens and infectious agents as specified by the Occupational and Safety Health Administration (See 10.12 below)

The Shenandoah University ATP strives to ensure a healthy and safe environment for all students, faculty members, preceptors and their respective patients/athletes/clients. Therefore, in the event an ATP student contracts a communicable disease that could jeopardize other students, faculty, preceptors, or patient/athletes, the athletic training student (ATS) should:

1. Seek immediate medical attention for formal evaluation from an MD/DO, NP or PA. Inform the practitioner who is doing this evaluation that you are a MSAT student that has daily contact with other program students, faculty, and patient/athletes.
2. The ATS needs to present written documentation from the practitioner above who did the evaluation in regards to medical clearance to participate or any restrictions on attending class or Athletic training clinical experience.
3. The ATS needs to keep the Program Direction, CCE and preceptors in the loop regarding any course or clinical experience restrictions.
4. As long as an ATS is deemed to be contagious by an MD/DO, NP or PA, the ATS will not be allowed to attend their Athletic training clinical experience.
5. The ATS will not be allowed to return to their Athletic training clinical experience until medical documentation is provided showing that the student is safe for patient/athlete contact by the practitioner following this case.
6. In the event of prolonged illness from communicable disease, the ATS needs to work with the PD and CCE to determine best options regarding completing the necessary course requirements. Prolonged illness will be handled on a case by case process. If there is time to make up classroom and Athletic training clinical experience hours within the confines of the semester, then a plan will be made and the student will meet the semester requirements in the normal timeframe. If

the illness time frame is too extended for normal semester completion, the student will receive the grade of “I” (incomplete). Depending on the situation, the “I” will be resolved the following semester or the student will have to sit out of the program and cycle back in the following academic year. (See 10.5 Leave of Absence)

The conditions below are those that the School of Health Professions has determined should indicate that a student should not go to Athletic training clinical experience:

- Fever
- Severe diarrhea
- Vomiting
- [Symptoms of COVID-19](#)
- Active phase HIV, hepatitis
- Pink eye

Minor Illnesses

- These can be managed by handwashing, hygiene, wearing a face mask, etc; therefore the ATS can attend Athletic training clinical experience with these conditions.

[Back to Top](#)

10.12 Blood Borne Pathogens and OSHA

The SU Athletic Training Program provides education and assessment on blood borne pathogens and Occupational Safety and Health Administration Standards annually. Student certificates of completion are maintained in their respective student file in the ATP main office.

Additionally, the School of Health Professions has a policy and procedure at this link on Canvas: [School of Health Professions Blood Borne Pathogen Student Exposure Policy](#)

SHP BBP Policy:

It is the policy of Shenandoah University to ensure the safety of clinical students from unnecessary exposure to bloodborne communicable diseases through education on universal precautions and immunization; and to implement procedures when accidental exposure occurs in order to minimize risk of contracting disease.

SHP BBP Definitions:

For the purposes of this procedure, the term “clinical faculty” will mean the individual who provides instruction and direction at the site where clinical services are provided. Other terms considered synonymous include: preceptor, (approved) clinical instructor, and field work educator. The term “clinical coordinator” will mean the Shenandoah University faculty or staff member assigned responsibility for directing the clinical curriculum. Other terms considered synonymous include: field work coordinator and director of clinical education.

SHP BBP Exposure Procedure:

1. Students must immediately report any occupational exposure to blood or body

- fluids to their clinical faculty.
2. The clinical faculty will ensure that the student cleans/flushes wound, mucous membranes, eyes, or otherwise provide necessary palliative measure to the contaminated area at the time of exposure
 3. The clinical faculty initiates a process to determine the source patient's HIV, HBC, or HCV status and to evaluate whether the source and/or exposure are considered high risk. Confidentiality to the student and patient will be maintained according to HIPAA during this process.
 4. The clinical faculty will complete an incident report and any other documentation required by the agency where the student is assigned. The student shall contact the clinical coordinator within 24 hours to report the incident; and immediately contact the Director of the Wilkins Wellness Center at 540-665-5483 to discuss evaluation and a treatment plan. The student will be responsible for all costs associated with the follow-up treatment.
 5. The clinical faculty will inform the clinical coordinator of the policy for the host institution in which the injury occurred and treatment performed according to the host institution's policy.
 6. If the exposure occurred in an institutional setting, the Infection Control Officer of that facility will determine the follow-up course of treatment per their policy, including documentation of the incident.
 7. If the exposure occurred in a clinic setting not associated with a licensed hospital and there is no policy, the Director of the Wilkins Wellness Center will determine if the exposure requires follow up with a medical professional according to the CDCs standards.
 8. The clinical coordinator will assist the student in completing the Bloodborne Exposure Worksheet which will be faxed a copy to the Wilkins Wellness Center at 540-665-5576 within 48 hours of the occurrence. The worksheet will remain in the student's permanent medical record. The clinical coordinator will ensure a copy is placed in the student's clinical file.
 9. Copies of any lab results shall be sent directly to the Director of the Wilkins Wellness Center in a sealed envelope marked confidential. The record will remain in the student's permanent medical record and only be released to a third party with written consent and original signature of the student.
 10. Student will meet with the clinical coordinator to review universal precautions and be advised on how to minimize risk of exposure. Other educational interventions may be implemented if a student demonstrates a pattern of exposure. This may include suspension from clinical training activities or sanctions determined to be appropriate by the educational program.
 11. Student will be offered counseling services through Wilkins Wellness Center.

The BBP Exposure worksheet is located at the link listed above. Students will be given a hard copy of this policy, procedure and worksheet and they will sign that they understand the BBP policy and procedure at the end of this handbook.

The ATP CCE will provide Athletic training clinical experience site preceptors a copy of this policy and procedure during preceptor training.

10.13 First Aid/CPR Certification

Students are required to acquire and maintain certification in American Heart Association HeartCode Basic Life Support (BLS). The SU Athletic Training Program will arrange times for these courses to be taken.

**Due to the Covid-19 Pandemic, scheduling of the hands-on skills challenge may be delayed to ensure the health and safety of faculty and students. The online component will be completed as scheduled.*

[Back to Top](#)

10.14 Pregnancy

There are areas of clinical practice and laboratory hazards which, if exposed to, could endanger a pregnant person or unborn child. Should a student enter the MSAT program pregnant, or become pregnant at any time prior to graduation, the student is required to inform their ATP advisor, the PD and the Director of Health Services of Wilkins Wellness Center. A statement from an appropriate healthcare provider regarding the ability to continue in ATP classes and Athletic training clinical experience is required. Athletic training clinical experiences will be adjusted to minimize stress on the pregnant person and baby. Missed time in class, laboratory sessions, and athletic training clinical experiences due to pregnancy will be treated on a case by case basis, meaning, the use of the grade "I" incomplete may be warranted for classes or Athletic training clinical experience. Please refer to the policy on leave of absence 10.5. The returning student must complete and submit a new signed Technical Standard form by the appropriate healthcare provider before returning to class, laboratory, and clinic.

[Back to Top](#)

10.15 Unsafe or Impaired Behavior

The faculty of the School of Health Professions supports the Drug and Alcohol Policy adopted by the University (refer to the [Shenandoah University Graduate Catalog](#)). The use of drugs or alcohol immediately prior to or during class or clinic is inappropriate. A student who demonstrates any of the following behaviors may be judged to be unsafe or impaired by the faculty: impaired ability to process information, impaired judgement or reasoning, weakness, slurred speech, uncoordinated fine or gross motor skills, irrational behavior or behavior inappropriate to setting.

If a faculty member or preceptor suspects that a student is ill or under the influence of drugs or alcohol, they may remove the student from the setting and immediately notify the Director of Health Services of Wilkins Wellness Center, the Program Director, the Associate Program Director, the Coordinator of Clinical Education, or the Associate Coordinator of Clinical Education. If the Director of Wellness is not available, the Vice President of Student Affairs will be notified. The following steps will be taken:

- I. The student will be informed why the behavior is considered inappropriate and what steps will be followed.

- II. The Director of Health Services will interview the student and determine the need for drug screening and/or any other necessary tests which may be ordered at the student's expense.
- III. If the drug screen is positive for drugs or alcohol, the Vice President of Student Affairs will be notified.
- IV. A treatment program will be determined by the Vice President of Student Affairs and the Director of Health Services. This program may include random drug testing at the student's expense, a chemical profile and attendance in a support group. Failure to comply with the recommended treatment program may result in dismissal from Shenandoah University.
- V. If the drug screen is negative, the student will be referred to the University family nurse practitioner for further examination to determine the cause of the behavior.
- VI. If the student refuses to take the drug screen, the student may be dismissed from Shenandoah University.

[Back to Top](#)

10.16 Class Officers

Each class will elect class officers and class representatives during the summer of each academic year. The incoming First Year cohort should elect their class officers within the first month of their first semester. Rising second year students will elect their officers at the end of the spring semester of their first year. The offices and representative positions are:

President

1. Represents class to faculty and vice-versa
2. Reports relevant cohort information to the Program Director
3. May convey information from the PD on conduct and performance of class with regard to AT-related issues both in and out of the classroom
4. Chairs officer and class meetings
5. The position is open to a student enrolled in the MSAT/DPT Dual Degree. A Dual Degree MSAT/DPT student may hold this position only during the first year of the program.

Vice-President

1. Acts as a class representative with faculty and University
2. Assists president with conducting the class meetings in a timely and orderly fashion
3. Distributes class emails and makes class announcements

Secretary

1. Takes minutes at class and officer meetings
2. Organizes various administrative initiatives; e.g. class phone list, activities calendar
3. Assists in coordination of end-of-year elections

Treasurer

1. Maintains class account in conjunction with faculty advisor
2. Gives report at every meeting

*Note, the Program Director reserves the right to ask for a class officer change should any officer have problems that impact effective execution of the roles of the office.

[Back to Top](#)

10.17 Photocopying

Copying of personal or general coursework materials may be performed on-campus or at a local print shop, at the student's expense. Reproduction of copyrighted material, without prior permission of the copyright owner, is illegal. Limited copying related to a class presentation or research project will be performed by the SU Athletic Training Program Administrative Assistant. Students go to the program administrative assistant with these requests.

[Back to Top](#)

10.18 Recording Policy for Classroom and Lab

The SU Athletic Training Program recognizes the use of recording (video or audio) can aid to the comprehension of classroom and/or lab material. The School of Health Professions has adopted a recording policy in order to regulate the use of recordings within the classroom and lab setting. Students should refer to the Recording Policy in Canvas: [The School of Health Professions Recording Policy](#). Students must sign this policy during orientation week. A copy of this signed policy will be kept in the student's file in the main office of the ATP.

[Back to Top](#)

10.19 Social Networking Policy

School of Health Profession students are required to adhere to and sign the school social networking policy. This policy is reviewed with students during the ATP day one orientation. Students will meet with the CCE and Associate CCE on the orientation day to see if there are questions concerning previous social network postings that could jeopardize student clinical placements in the future. Once these issues are cleared, the students sign the policy. A copy of the signed policy is given to the student and the original copy is filed in the student file in the ATP main office. If a student is unable or unwilling to sign the social networking policy this may result in the need to withdraw from the ATP. The reason for a withdrawal is directly related to not being able to be placed on a Athletic training clinical experience based on a significantly detrimental situation that is available online for Athletic training clinical experience preceptors, administrators and athletes/patients to view.

[Back to Top](#)

10.20 Social Media Fraternalization Policy

School of Health Profession students are prohibited from fraternizing with faculty and staff on social media, including, but not limited to, "friending" or accepting "friend requests" on Facebook or following faculty or staff on Twitter, Instagram, Snapchat and any other social media sites. Please note that the only exception to this policy is

LinkedIn. Online and off-campus fraternization can blur professional boundaries between faculty and students, and this policy protects both parties.

[Back to Top](#)

10.21 Facility/Building Use

i. Health and Life Sciences Building (HLSB)

Normal operating hours for HLSB are from 7:00 AM until 10:00 PM on weekdays and on most weekends. Exceptions can be made for special events with prior notice. The building will be locked at all other times. The building may be accessed by ATP students outside of these hours provided that there are a minimum of two students present for safety reasons. HLSB also houses the ATP cadaver lab. On orientation day students will review and sign the SHP HLSB/cadaver lab security and usage policy. Students will be given a copy of this policy and the original will be filed in the student file in the ATP main office. The link to this policy is: [HLSB and Cadaver Lab Usage](#).

ii. Aikens Athletic Training Clinic

Aikens athletic training clinic will be used for select scheduled classes.

iii. Shingleton Hall

Shingleton Hall is open to faculty and students from 7:00AM to 11:00PM. The Shingleton Hall Athletic Training Clinic hours are posted on the Athletic Training Clinic door. Students may use the athletic training clinic to practice proficiencies learned in class during designated times given by the respective course instructors. Students may practice athletic training duties on athletes in the athletic training clinic only when under the direct supervision of a preceptor.

iv. Wilkins Athletics and Events Center (WAEC)

Students with Athletic training clinical experience placements with athletic teams that utilize WAEC will be given swipe card access through the Physical Plant office via student identification cards. Students with authorized access to WAEC will follow policies and procedures provided by the Physical Plant office.

[Back to Top](#)

11.0 ATP GENERAL INFORMATION

11.1 Advisors

Students will be assigned an advisor for their duration in the SU ATP. Assignments will be announced during student orientation. Any requests for change of advisor, either by the student or the advisor, needs to be approved by the Program Director. Students are encouraged to meet at least two times a semester with their advisor. Students are encouraged to meet more frequently if there are potential academic problems. The Program Director will meet with each cohort as needed. Class officers may request a faculty meeting time to discuss issues or concerns as necessary.

[Back to Top](#)

11.2 Faculty/Staff Information

Core and Associate faculty will be the “academics” of the ATP, i.e. they will be responsible for teaching, performing scholarly research, and providing service to the University. Faculty have a limited amount of time during the week that may be dedicated to clinical practice. While teaching is the primary focus of the faculty, there are other assigned duties and responsibilities of which students need to be aware. Below are the other assigned roles to the faculty:

Program Director: The Program Director (PD) shall be responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the athletic training program.

Associate Program Director (APD):

Assists the PD with program operation. The APD assumes the role of the PD when the PD is traveling/away from campus for other reasons. The APD assists with ATP admissions and with submitting program curricular changes to the University Curriculum Committee.

Coordinator of Clinical Education (CCE): The CCE is responsible for organizing and administering all aspects of the athletic training student Athletic training clinical experience courses in collaboration with the Program Director and program faculty. The CCE will work directly with the Division administrative assistant regarding record keeping for the students including clinical affiliation contracts, student health records, student insurance information, and documentation of current CPR, First Aid, HIPAA, and OSHA training.

Associate Coordinator of Clinical Education (ACCE)

Assists the CCE with organization and administration of the program Athletic training clinical experience courses. The ACCE is the course coordinator of all of the Dual Degree MSAT/DPT Athletic training clinical experiences. The ACCE advises dual degree students.

ATP Research Coordinator

This fulltime core faculty member is responsible for teaching the ATP research course series. The research coordinator organizes all ATP student thesis projects, collaborating with faculty advisors and students to see these projects through from forming a thesis question to manuscript completion and thesis defense. The research coordinator works towards getting thesis projects presented or published.

Preceptor:

A certified/licensed health professional who teaches and/or evaluates students in a clinical setting using an actual patient base (CAATE Standards 2020).

SU Athletic Training Program Administrative Assistant:

This individual assists the PD with daily operation of the program. The ATP administrative assistant also assists program faculty and students. The ATP administrative assistant provides program reception in the program main office, assists

with student admission processing, assists with student registration and ultimately with forms for graduation clearance.

ATP Medical Director

The Medical Director must be an MD or DO who is licensed and in good standing in the State of Virginia. The Medical Director works in coordination with the PD on matters related to program didactic and clinical instruction and serves as a medical content expert for the program

i. Current List of Core Faculty

Rose Schmieg, DHSc, ATC, PT, OCS, CSCS, Associate Professor, Program Director, SU Athletic Training Program. Office Phone: 665-5534. Fax: 540-545-7387.

rschmieg@su.edu

John Hunt, LAT, ATC, PT, DPT, CSCS, Assistant Professor, Coordinator of Clinical Education. Office Phone: 540-545-7398. jhun3@su.edu

Denise Massie, DPT, LAT, ATC, Assistant Professor, Associate Program Director. Office Phone: 540-665-3492. dmassie@su.edu

Kim Pritchard, PhD, LAT, ATC, Associate Professor, Research Coordinator. Office Phone: 540-545-7376. kpritch@su.edu

Michele Pye, PhD, ATC, Assistant Professor, Associate Director Performing Arts Medicine Program. Office Phone: 540 665-3484. mpye@su.edu

ii. Current List of Associate Faculty

Katie Gilbert, DPT, ATC, Associate Coordinator of Clinical Education, Office Phone: (540) 665-4831. kgilbert@su.edu

lii. Program Administrative Assistant

Karen Gross, Office Phone: 540-545-7385. kgross@su.edu

iv. Current ATP Medical Director

Brandon J. Bryant MD
Board Certified Orthopedic Surgery, Orthopedic Sports Medicine
INOVA Sports Medicine
8501 Arlington Blvd.
Suite 200
Fairfax, VA 22031
703-970-6464

[Back to Top](#)

11.3 Campus Closure Policy

The campus closure policy applies to the main campus and the following Winchester satellite locations: Health Professions Building, John Kerr Building, Bowman Building and Feltner Building.

The Provost is responsible for decisions regarding class cancellations and is the official designated to authorize and post notification of class cancellations and campus closings.

Notice of class cancellations and campus closings will occur through the Emergency Alert System, and will be placed on area radio and television stations, the SU website and the university phone system. If no cancellations are announced, it should be assumed that the university is open and classes are being held.

Timing of Announcements

When possible, notification of university closing or class cancellations will be made by the following times:

- Morning cancellation or closing-announcement out by 6am.
- Afternoon cancellation or closing-announcement out by 10am
- Evening cancellation of closing-announcement out by 2pm

The [campus closure policy](#) was updated in February 2021 and is available online.

[Back to Top](#)

11.4 Inclement Weather and Athletic Training Clinical Experiences

As a rule, athletic training clinical experiences are not cancelled because of inclement weather. Shenandoah University Athletics allows for individual team coaches to make the decision whether a team will hold practice on a day of inclement weather. The determination of whether games will be played on a day with inclement weather is determined by the Athletics Director. Athletic training students should make contact with their assigned preceptor on a day of inclement weather to determine if practice and games are going to occur. Athletic training clinical experiences off-site will have their own respective inclement weather policies. The student should contact their preceptor or clinical supervisor at the off-site facility to determine whether the facility is open. If the preceptor or clinical supervisor reports that the facility is open during inclement weather, athletic training students are expected to attend Athletic training clinical experience, unless conditions between their domicile and their clinical education site make transportation unsafe or impossible.

Refer to athletic training clinical experience syllabi for further details.

[Back to Top](#)

11.5 Student Addresses and Identification

It is every student's responsibility to keep his/her address current with the Registrar's Office and within the ATP main office. Additionally, as students travel to their respective Athletic training clinical experiences, the CCE and ATP program administrative assistant must have current address/contact information for the student.

A Shenandoah University picture ID will be issued during new student orientation.

Additionally, the ATP will provide the student with an ID (name tag) required to be worn at Athletic training clinical experience and during specific on-campus events (the PD will

notify students of these). Should the student lose their name tag, it will need to be replaced. The student is required to pay for the replacement name tag.

[Back to Top](#)

11.6 Email and SU Information Technology Policy Statement

Once enrolled in the MSAT program and given a SU ID number, students are given an SU email account. The faculty uses email as a primary means of communicating messages to students. It is highly recommended that students log onto their email account daily to see if they have received class or general program information. Students are required to be ethical and responsible users of Shenandoah's computing network. This policy can be found in the graduate catalog at: [Email Policy](#)

[Back to Top](#)

11.7 Parking on main campus

All students are required to have a University parking sticker to park at University facilities. This sticker is purchased from the University's Business Office. An annual fee of \$145 shall be charged to each residential and commuting student who drives and/or parks a vehicle on university property. [Parking and Driving Policy](#)

[Back to Top](#)

11.8 Public Safety

The following phone numbers are used for emergencies on campus:

SU Public Safety office:	540-665-4614
24 Hour Security Cell:	540-678-4444

The Emergency Alert System is a partnership between Shenandoah University and America Online (AOL) to provide the campus community with emergency notifications by email as well as text or instant message. All Shenandoah University students, faculty, staff and parents are invited and encouraged to sign up and participate. The free service is intended to quickly notify the campus community with important safety information in the event of an emergency. Since sign up is voluntary, users retain control of the devices they wish to receive alerts on and can activate, change or deactivate them at any time. To sign up for this service, visit [Emergency Alert System](#). You must be logged into Canvas to complete the registration process.

[Back to Top](#)

11.9 Fire Emergency Procedures

Upon recognition of a fire emergency within the building, activate the building fire alarm system by use of a manual fire alarm pull station. The fire alarm is automatically transmitted to the Winchester City Fire and Rescue Department Communication Center.

Upon activation of the fire alarm system, the Winchester City Fire Department will initiate response to the facility. Evacuation of buildings should occur immediately following the sound of the fire alarm.

[Back to Top](#)

11.10 Medical Emergency Procedures

Classroom and laboratory setting

All students/faculty will be certified in cardiopulmonary resuscitation (CPR) and foreign body airway obstruction (FBAO) for adults, infant and child CPR, and AED training. In the event that a person should suffer a medical emergency of any sort requiring outside assistance, one student/faculty member will take charge of the situation and remain with the patient at all times. The person in charge will direct others as available to initiate contact with Emergency Services by calling **9-911**, and assist with moving the patient to a safe location if necessary. The person in charge will monitor the patient's vital signs, until the EMTs arrive. If the patient goes into either respiratory or cardiac arrest, the person in charge will assess and direct the start of CPR to be continued until the EMTs arrive and can take over.

Athletics Coverage

The medical emergency procedures for athletics coverage by Preceptors and athletic training students of Shenandoah University is described in the SU Athletic Training Policies and Procedures manual. Please refer to it for this information.

[Back to Top](#)

11.11 Accidents (Injuries and Illnesses)

Any injury to a Shenandoah University student requiring medical attention must be reported to the Wilkins Wellness Center within 24 hours of the occurrence or the first day of classes following the injury. The university injury/accident form must be completed by the student. The form should be submitted to the coaches/athletic trainers, theatre managers, advisors to student groups, students or any faculty/ staff responsible for students.

All coaches/athletic trainers, theatre managers, advisors to student groups, students or any faculty/ staff responsible for students must report any injury to the Wilkins Wellness Center within 24 hours by submitting the university injury/accident form to the Director of Health Services by email or fax to 540-665-5576. The Director of Health Services will provide the document to the Office of the Vice President of Administration and Finance who will determine if the claim is reportable to the insurance company.

If the injury results in emergency treatment, contact the Director of Health Services by calling the Wilkins Wellness Center during normal business hours of the Department of Public Safety after hours and weekends who know how to contact the director.

[Back to Top](#)

11.12 Disabilities

Students are to read and sign the Guidelines for Technical Standards for Professional Master of Science in Athletic Training Program at the time of admission. This form is

returned to the Program Director and will be kept in the student's personal file in the ATP main office.

The Shenandoah University Office of Learning Resources will evaluate a student who states that s/he could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. The Office of Learning Resources is located at 204 Howe Hall and phone number is 540-665-4928.

[Back to Top](#)

11.13 Non-Discrimination Statement

Shenandoah University values the unique and diverse perspectives of individuals and communities locally and globally and seeks to foster mutual understanding in an inviting community where individuals are welcome and respected. The university does not discriminate on the basis of race, color, religion, sex, pregnancy, sexual orientation, gender identity, national origin, age, physical or mental disability, genetic information, veteran's status or on any other basis protected under applicable law.

[Back to Top](#)

11.14 Sexual/Gender Harassment, Discrimination & Sexual Misconduct Policy

All members of the Shenandoah University community including guests and visitors have a reasonable expectation to be free from all forms of sex/gender harassment, misconduct and discrimination. Please go to this link for the full policy on [sexual/gender harassment, discrimination and sexual misconduct](#) which is located in the SU graduate catalog.

[Back to Top](#)

11.15 Alcohol and Other Drug Policies

Shenandoah University takes alcohol and drug violations seriously. Please refer to the [Alcohol and Other Drugs Policy](#) located in the graduate catalog for the list of prohibited activities, enforcement practices, Virginia Alcohol Regulations, Virginia Drug Regulations, Regulations for Social Events, and Consequences for alcohol or drug related violations.

[Back to Top](#)

11.16 Protecting Student Privacy Rights (FERPA)

Annually, Shenandoah University provides information to students concerning their rights under the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). This act was designed to protect the privacy of education records and afford students certain rights with respect to their education record. Please refer to the full [student privacy FERPA policy](#) in the graduate catalog for definitions and procedures on record requests.

[Back to Top](#)

11.17 Confidentiality of Student Athlete/Patient Records

All student athlete/patient records are to be kept confidential. Medical records utilized for research projects, clinical demonstrations or patient treatment labs are obtained with written consent of the student athlete/patient. No written references to patients (including paper, electronic communication, and audiovisual displays) may include the student athlete/patient's last name or identifying information. All information regarding patients is held in strict confidentiality and may not be discussed out of the classroom or athletic training clinical experience setting.

The Institutional Review Board of Shenandoah University approves all research projects and all research subjects provide written informed consent form prior to entering into any study, unless otherwise directed by the SU IRB. All medical records and consent forms procured or produced by students or faculty and which include identifying information for research are maintained in a secured location in the SU Athletic Training Program main office.

[Back to Top](#)

11.18 Smoking

Smoking in any university building or within 30 feet of any entrance or window is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, electronic cigarette (aka vaping) or other product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

[Back to Top](#)

11.19 Counseling Services

Some students may experience higher levels of stress due to the demands of the professional education process. Also, some students may find that their previously successful methods of studying may need improvement in view of these increased demands. Students are encouraged to share their concerns with their faculty and advisors. In addition to advisors, counseling services are available to meet the personal, health, social, vocational and educational needs of students. Since these counselors have provided invaluable help for many students, the faculty supports **early intervention**. Further information on counseling services can be obtained from advisors, any faculty member, Student Health Service or the University Student Handbook.

Contact Wilkins Wellness Center at (540) 665-4530 or visit the [wellness center online](#).

[Back to Top](#)

11.20 Sports Participation and Athletic Training

Students enrolled in the Master of Science in Athletic Training curriculum are generally encouraged not to participate in intercollegiate sports as the student is required to attend 4-credit Athletic training clinical experience courses each fall and spring of the program in order to fulfill the clinical education component of the curriculum. It is also seen as a conflict of interest to serve as both an athlete and an athletic training student

simultaneously. There is however, an opportunity to request to participate in one NCAA sport season provided that the student is not on academic probation and if the sport hours can be modified to still allow the student to meet his/her weekly Athletic training clinical experience hours. The student cannot have the Athletic training clinical experience be the same sport in which he/she is participating. The student needs permission from the PD for the clearance to participate in one sport season.

[Back to Top](#)

11.21 Outside Employment and Athletic Training

Outside employment combined with athletic training student responsibilities would be very difficult to accomplish effectively. Students should not seek outside employment if they are having academic difficulty. The student must realize that their number one commitment should be for academic and clinical achievement. It is recommended that the student schedule a meeting with his/her advisor before taking on outside employment opportunities.

[Back to Top](#)

11.22 Publications

Permission to publish: Students must obtain permission to publish **all manuscripts** from their research advisor. Other faculty members may be involved in the review of a manuscript prior to submission for publication.

Authorship: The student will need to fill out an Authorship Agreement Form for the SU Athletic Training Program which will be signed by the appropriate persons involved. This form can be obtained from the program administrative assistant.

Record keeping: A complete final copy of all materials relating to a project must be submitted by the principal investigator to the Division of AT research archives as directed by the Research Coordinator.

[Back to Top](#)

11.23 Criminal Background Form

All Health Professions students at Shenandoah University are required to sign a Criminal Background Form. This form will be mailed out in the student admission acceptance packet and will be collected at new student orientation.

A criminal background check (which may include fingerprinting) will be required of all students before being allowed to begin clinical placements. Some students also may be expected to submit to random drug testing required by clinical and school sites. Students who enter programs and courses that involve training in settings identified by federal and state laws must authorize and submit to a criminal background check prior to entering the program, and may be required on an annual schedule after admission. These settings include, but are not limited to childcare agencies, elementary and secondary schools, hospitals, nursing homes, assisted living facilities, district homes for adults, adult day-care centers, and community service agencies. Federal and state laws,

health care accreditation regulations, and requirements for professional practice require that employees have not committed certain felonies or misdemeanors. Students must meet the same requirements as employees who work in these healthcare and community settings.

Non-compliance with this policy means that faculty members may not be able to place a student in a clinical education site. In addition, a student may not be able to complete the requirements of the ATP and may not be eligible for federal or state credentialing required for practice. Shenandoah University programs included in this policy are Athletic Training, Education, Music Therapy, Exercise Physiology, Nursing, Respiratory Care, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, and Service Learning. Faculty members, who work with students and special populations in clinical and education sites, in most circumstances will be required to meet the same requirements as employees in those sites.

Shenandoah University students complete the criminal background screen provided by One Source Screening.com. The cost of the screening is approximately \$50.00 and must be paid by the student. The student must set up the testing during the summer, prior to beginning the first Athletic training clinical experience.

One Source Screening.com

3052 Valley Ave #201

Winchester, VA 22601

Phone: (540) 450-2250

[Back to Top](#)

11.24 Limitations related to a criminal record

A student may be admitted to a Health Professions program at Shenandoah University even if a felony or misdemeanor has been committed. However, there may be instances where a student will not be admitted to a clinical setting depending on the guidelines of the clinical affiliate, may not be permitted to take the examination for licensure/certification, or may be denied practice privileges by a state regulatory agency based upon results of a criminal background check required of all students.

Students must sign the School of Health Professions Limitations Related to Criminal Record form that is administered on the new student orientation day. The student will be given a copy of this form and the original is filed in the student's personal file in the ATP main office.

[Back to Top](#)

11.25 Student Records/Reference Requests

- A. Information except directory information or that required by law is released without permission of the student. For students in the SU Athletic Training Program, directory information is defined as name, address, telephone number, previous institutions) attended, major field of study, degree(s) conferred, and dates of attendance. Directory information will not normally be released unless a

- written request is filed with the SU Athletic Training Program main office. Student's consent for release of directory information is assumed unless a written request is filed. Information other than directory information will not be released to external agencies or individuals without the express written permission of the student (or graduate). The record release form used by the SU Athletic Training Program can be obtained in the main office.
- B. Access to Records. Students have the right to review their academic record. The Office of the Registrar maintains the student's permanent record and requests to view the individual's record must be made to the Office of the Registrar. The SU Athletic Training Program maintains a non-permanent record. Students have the right to access their program files except documents where access has been waived (e.g. recommendation forms). The ATP maintains the right to restrict access under direct supervision to certain documents that may have potential for compromising examination security. The ATP also maintains the right to charge a reasonable fee for duplication and/or postage if this service is requested. To access the non-permanent record, the student (or graduate) must complete the Request to View Academic Record form (located in the SU Athletic Training Program office) and file it with the Athletic Training Administrative Assistant. Normally, requests will be honored within 24 (regular workday) hours after receipt of the request.
- C. Because student records are to remain confidential, records will not be released by any member of the SU Athletic Training Program without written permission. Students or graduates requesting reference letters, etc. must complete the records release form from the SU Athletic Training Program main office.

[Back to Top](#)

12.0 Athletic training clinical experience

12.1 Legal Limitations on Clinical Activities

Students should recognize the serious nature of and potential liability involved with clinical education. Student Athletes/Patients being treated by a student in a clinical facility have the right to know the level of training of the person administering treatment, the right to receive the same standard of care as provided by a certified athletic trainer, and the right to refuse treatment administered by any health care provider. The assigned Preceptor is responsible for the care given to student athletes/patients and must, therefore, guide and directly supervise an athletic training student's activities. The University has developed a number of procedures to minimize the risks. These include stating the objectives for each athletic training clinical experience in the respective course syllabi. The SU Athletic Training Program provides Preceptor training seminars for the certified athletic trainers who work at affiliated clinical sites. An affiliation agreement, signed by the University, and the clinical facility, further clarifies the duties and responsibilities of each party in regard to student clinical education.

[Back to Top](#)

12.2 General Rules for Athletic Training Clinical Experiences

Whenever students are attending athletic training clinical experiences, certain rules are to be followed:

a. Supervision

According to 2020 Standard 31: Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.

The SU ATP expects athletic training students to be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

The Preceptor is responsible for providing direct supervision of the athletic training student during evaluation of the clinical proficiencies. This mandate requires that the Preceptor be physically present daily to educate and supervise the students. Furthermore, current Virginia athletic training practice law mandates that all persons practicing athletic training must be licensed by the Virginia Board of Medicine. Under this law, athletic training students may only practice athletic training skills when directly supervised by a state-licensed athletic trainer. When a SU ATP ATS is assigned to an Athletic training clinical experience in a state other than Virginia, he/she must comply with the respective state's regulations on athletic training practice.

Time spent without direct supervision by a Preceptor will not count towards the minimum number of clinical experience hours students must accumulate each week. Furthermore, time spent without direct supervision by a Preceptor does not constitute clinical education. It is incumbent on both the student and the Preceptor to comply with the direct supervision mandate as well as the Virginia athletic training regulations. To that end, if a student is not being directly supervised during the Athletic training clinical experience, the student should leave the Athletic training clinical experience immediately and contact the CCE. For example, if the Preceptor is absent from the Athletic training clinical experience without communicating with the student, the student should leave the clinic and contact the CCE.

b. Professionalism/Foundational Behaviors

It is a privilege to be allowed into a clinical facility. As a student within the Shenandoah University Athletic Training Program, you are expected to engage in appropriate professional behavior at all times throughout the program. These behaviors serve as a foundation for how we, as health care professionals, should conduct ourselves to best represent ourselves, our program, Shenandoah University and the healthcare profession of Athletic Training. It is through these foundational behaviors that students build positive professional relationships with all members of the sports medicine team. Such professional relationships are vital to athletic training students as they attempt to build a strong network of professionals to provide assistance to them in the future. These foundational behaviors also assist in shaping the athletic training students' professional development with an end goal of a competent health care professional who is a model of professionalism by the way they conduct themselves on a daily basis. Following are the Professionalism/Foundational Behaviors that each athletic training student must adhere to at **ALL** times during their time in the SU ATP:

1. Student promotes the SU Athletic Training Program through his/her actions.
2. Student promotes the athletic training profession through his/her actions.
3. Student follows policies and procedures established by the clinical site.
4. Student understands his/her professional role, including limitations, as an athletic training student (ATS).
5. Student acts accordingly to the NATA professional code of ethics and standards of care.
6. Student engages in appropriate interpersonal relationships with student athletes.
7. Student engages in appropriate interpersonal relationships with athletic training and coaching staff.
8. Student demonstrates respect for student athletes.
9. Student demonstrates respect for athletic training staff.
10. Student demonstrates respect for the coaching staff.
11. Student actively seeks new learning opportunities to further his/her professional growth.
12. Student works well with all members of the sports medicine team.
13. Student conducts themselves well during stressful situations.
14. Student is punctual every day.
15. Student does not use cell phones for personal use during scheduled clinical hours.
16. Student accepts new responsibility enthusiastically.
17. Student maintains professional appearance and professional dress.
18. Student responds well to constructive feedback.
19. Student deals with conflict in a mature/professional manner.
20. Student discusses conflict with the Preceptor at an appropriate time and place.
21. Student conducts themselves in a professional manner that serves as a positive example to others.
22. Student will not be involved in social media that may have a negative impact on him/herself, the SU ATP and/or Shenandoah University.
23. Students may not receive monetary remuneration of any kind from a clinical experience site. Should an athletic training clinical experience site offer payment to a student the student should decline and then report this issue to the CCE. If a student is discovered to be partaking in receiving remuneration from an Athletic training clinical experience, the CCE will remove the student from the site and the student will receive a failed grade, F, for that athletic training clinical experience course.

Students must adhere to the above Professionalism/Foundational Behaviors at all times. Failure to do so will result in disciplinary action. The SU ATP has developed 2 classes of violations based on the severity of violation. In response to such violations the SU ATP has also developed disciplinary actions for each violation. **Please refer to each specific clinical course syllabi for these violations and disciplinary actions of such violations.**

[Back to Top](#)

12.3 Athletic Training Clinical Experience Hour Requirements

The Shenandoah University Athletic Training Program has established the following Athletic training clinical experience (ATCE) policies according to the Commission on Accreditation of Athletic Training Education 2020 standards and guidelines.

1. All Shenandoah University Athletic training clinical experience courses (AT581, AT582, AT681, AT682, AT 591, AT592, AT593, AT594, AT691, and AT692) are scheduled for an entire semester. The fall athletic training clinical experience also includes a 1-2 week preseason camp. Both fall and spring athletic training clinical experience may include postseason play outside of the normal semester schedule. The student has three days off from the athletic training clinical experience during each semester for travel to the required mid-term residency. Students in AT682 may have an entire week off during comprehensive exams.
2. Athletic training students in athletic training clinical experience courses that are four credits (AT581, AT582, AT681, AT682, and AT692) must complete a minimum of 20 clinical education hours each week, however hours may not exceed 40 each week, under the direct supervision of a preceptor. Regardless of weekly totals, a student must accumulate at least 320 hours in a given semester for a four credit athletic training clinical experience. Students may gain additional weekly hours if approved by the CCE by submitting an hour extension request form. Please refer to the course syllabus for additional detail of that policy. It is understood that the 20 hour a week minimum will not be met during midterm week. If a student has an excused day off (illness, family emergency) that contributes to the weekly hour minimum not being met, the student must make these hours up accordingly throughout the semester. Excused absences are part of the Clinic Attendance Policy and are located in the athletic training clinical experience course syllabus.
3. Athletic training students in athletic training clinical experience courses that are two credits (AT 591, AT 592, AT 593, and AT 594) must complete a minimum of 10 hours/week; however, hours may not exceed 20 hours/week under the direct supervision of a Preceptor. Regardless of weekly totals, a student must accumulate at least 160 athletic training clinical experience hours in a given semester for a two credit athletic training clinical experience. It is understood that the 10 hour/week minimum may not be met during midterm week. If a student has an excused day off (illness, family emergency) that contributes to the weekly hour minimum not being met, the student must make these hours up accordingly throughout the semester. Excused absences are part of the Clinic Attendance Policy written in the athletic training clinical experience course syllabus.
4. Athletic training students in the six credit athletic training clinical experience course AT 691 must complete a minimum of 40 clinical education hours each week, however hours may not exceed 50 each week, under the direct supervision of a Preceptor or clinical instructor (CI). This is a 14-week Athletic training clinical experience to meet the PT schedule. Regardless of weekly totals, a student must accumulate at least 560 athletic training clinical experience hours in a given semester for a six credit athletic training clinical experience. If a student has an excused day off (illness, family emergency) that contributes to the weekly hour minimum not being met, the student must make these hours up

accordingly throughout the semester. Excused absences are part of the Clinic Attendance Policy and are located in the Athletic training clinical experience course syllabus.

5. Regardless of weekly totals, the student must be given at least one day off in any given seven day time period.
6. All clinical education experiences must be educational in nature. Students will not receive any monetary remuneration during this education experience, excluding scholarships.
7. Athletic training students are enrolled in athletic training clinical experience courses for educational purposes only and shall not be utilized to replace athletic training professional staff.

[Back to Top](#)

12.4 Clinical Education Policies for CAATE Standards

14. A program's clinical education requirements are met through graduate courses and span a minimum of two academic years.

Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop proficiency as an Athletic Trainer.

All clinical education must be contained in individual courses that are completed over a minimum of two academic years. Clinical education may begin prior to or extend beyond the institution's academic calendar.

Course credit must be consistent with institutional policy or institutional practice.

All clinical education experiences must be educational in nature. The program must have a written policy that delineates a minimum and maximum requirement for clinical hours.

All clinical education experiences must be educational in nature. Students must have a minimum one day off in every seven-day period.

All clinical education experiences must be educational in nature. Students will not receive any monetary remuneration during this education experience, excluding scholarships.

All clinical education experiences must be educational in nature. Students will not replace professional athletic training staff or medical personnel.

12.5 Travel Policy

Students are encouraged, but not required, to have travel experiences **with** their Preceptor during each Athletic training clinical experience to give the student an idea of the job duties of an athletic trainer during the travel experience. However, due to budget constraints this may not be feasible for all students. If the Preceptor offers such opportunities to away events the Preceptor will be travelling, the student is encouraged to travel as that only improves the learning experience.

Students are not allowed to travel without the Preceptor present for any reason due to liability. A student who travels without the Preceptor is in violation of the NATA Code of Ethics, and the Virginia state licensure laws. Therefore, students are not allowed to travel independently under any circumstances. **A student who chooses to travel alone will be dismissed from the clinic and fail the clinical course.**

[Back to Top](#)

12.6 Courtesy, Respect, Professionalism, Dating Athletes/Coaching Staff

The student will behave in a manner that communicates courtesy, respect and professionalism to student athletes, patients, clinical staff, coaches, parents and all other health care professionals. In truth, everyone deserves to be treated with courtesy and respect.

Athletic Training students dating athletes can lead to very compromising situations and therefore is highly discouraged. If, however, a situation arises where an athletic training student is dating an athlete, this relationship cannot become evident in the athletic training clinic. The student must present this situation to the Program Director and CCE so that the student can be reassigned to a clinic setting where there will not be a conflict of interest. It is program policy that athletic training students are not allowed to date a staff member or coach. This would be considered a Class 1 violation and may lead to immediate removal from the program.

[Back to Top](#)

12.7 HIPAA and Patient Confidentiality

Information contained within a patient's medical record is strictly confidential and may not be released to anyone without written permission from the patient.

Federal regulations under the Health Insurance Portability and Accountability Act (HIPAA) include provisions designed to protect the privacy of patient information. These regulations are commonly known as the Privacy and Security Rules. The compliance date for the Privacy Rule occurred on April 14, 2003. The Security Rules were finalized in February 2003. Hospitals and other healthcare providers must be in full compliance by February 2005.

Confidential patient information means information that identifies the patient, relates to the patient's diagnosis or condition, the patient's care, treatment or other services

provided to the patient, or the patient's billing and payment information. Examples of confidential information include the following:

- Name, address, phone number, fax number, email address
- Occupation, age or date of birth, place of birth, date/time of death
- Social security number, driver's license number, license plate number, professional license number
- Medical record number, account number, health plan number
- Photographs, fingerprints, voiceprints
- A description of distinguishing physical characteristics, including height, weight, gender, race, hair and eye color, presence or absence of facial hair (beard or moustache), scars, and tattoos
- Diagnosis and HCPCS codes, narrative diagnosis, signs and symptoms, description of procedures
- History & physical, discharge summary, physician orders/prescriptions, clinical notes
- Test results, imaging results (e.g., X-Ray, MRI, PET Scan, CT)
- Web Universal Resource Locator (URL), Internet Protocol (IP) address number
- Any other unique identifying number, characteristic, or code

The HIPAA Privacy and Security rules affect all healthcare providers. There are a few simple rules that can help ensure that we protect our patients' right to privacy.

- You should only access or use patient information if you have a need to know this information to do your job, and you should only disclose this information to your co-workers or classmates if they have a need to know this information to do their jobs.
- You may share patient information with other healthcare providers inside and outside the patient's healthcare system who are also involved in the care of the patient, unless the patient has objected to these disclosures.
- If you are caring for a patient, you may communicate with the patient's family and friends who are involved in caring for the patient about the patient's condition or treatment, unless the patient has objected to these disclosures.
- You cannot disclose patient information to your family, friends, neighbors or acquaintances. You should always take care to secure the patient information that has been entrusted to you.

For example:

- Not sharing your computer or passwords or security codes.
- Logging out or password protecting your computer screen when you leave your workstation.
- Locking paper records in a file cabinet or desk drawer when you leave your work area.
- Disposing of confidential waste in accordance with your facility's waste disposal policy or shredding the documents if you have access to a shredder.
- Verifying email addresses, fax numbers, etc. before you hit the "Send" button.

Enforcement of HIPAA

Persons violating patient confidentiality practices may be subject to civil and criminal liability under applicable law.

[Back to Top](#)

12.8 Physical Exam

Students must have a physical examination by a physician and submit a Shenandoah University Health Form, which includes basic immunizations including Tetanus/diphtheria, MMR, proof of chickenpox or have the vaccine, COVID-19, PPd, meningitis, Hepatitis B and polio to the Wilkins Wellness Center before attending formal classes and Athletic training clinical experiences. Students who have completed this process and who are not cleared by the Wilkins Wellness Center Staff will not be allowed to attend Athletic training clinical experiences.

[Back to Top](#)

12.9 CPR/First Aid/OSHA Certification

Each student must be currently certified in CPR and AED for Professional Rescuers from the American Heart Association. OSHA training is also mandatory and must be kept up to date and on file. Times and locations will be posted. Documentation must be filed with the CCE prior to attending Athletic training clinical experience courses and certification must be maintained and documented throughout the student's time in the Program. The student is encouraged to maintain personal copies of this documentation.

[Back to Top](#)

12.10 Professional Liability (malpractice) Insurance

This coverage is mandatory for all students and is provided by the Division. The athletic training student is only covered by the professional liability insurance while performing athletic training duties under the direct supervision of a Preceptor and/or CS. Athletic training students acting in the role of first responder (e.g. when the preceptor or CS is not present) are not covered by this insurance. Students providing first responder services can be held liable for performing the duties of an athletic trainer.

[Back to Top](#)

12.11 Orientation to the Athletic training clinical experience

Spend the time to get oriented to each clinical environment. Discuss the clinic's operating style with your Preceptor and learn people's names. Review Policy and Procedures Manuals. It is the student's responsibility to be familiar with the clinic's rules and regulations. Each student must sign off that they have reviewed such items at the beginning of athletic training clinical experience. Ignorance of rules and regulations will not be accepted as an excuse. If the clinic does not have a dress code, follow those for the SU Master of Science in Athletic Training program in this Handbook unless directed otherwise by your preceptor.

[Back to Top](#)

12.12 Clinical Proficiencies Management

Students are expected to be proactive in working toward completion of their Clinical Proficiencies on ATrack. The student is responsible for keeping up with having the proficiencies checked-off. Please refer to specific course syllabi for policies regarding completion of proficiencies.

[Back to Top](#)

12.13 Dismissal from the Clinic

If a student is requested to leave for any reason, the student will do so without comment. The Program Director, CCE, Preceptor or clinical supervisor, and the student will then discuss reasons and concerns until all parties understand the decision and any further actions are identified.

[Back to Top](#)

12.14 Use of Free Time

Occasionally, students may have unscheduled time during their clinical experiences. Some suggestions for the use of free time include: working on clinical proficiency check offs, working on progress note writing; reading progress notes of other athletic trainers; observation of other available clinical services; reading professional journals; reviewing or studying coursework; and offering to help other members of the clinical setting with miscellaneous tasks. The student is expected to be in attendance at the assigned clinical site unless directed or given permission to leave by their preceptor or clinical supervisor.

[Back to Top](#)

12.15 Use of Telephones

Request permission from the preceptor or clinical supervisor before using the telephone, even for patient-related calls. Be aware that some clinics require their staff to use personal phones for any non-business calls. Keep cell phones off or on vibrate if permitted by the Preceptor while in the clinic. Follow Cell Phone Policy in the respective clinical syllabus.

[Back to Top](#)

12.16 Emergencies

Emergency situations will be handled as they arise according to the emergency procedures of the facility. It is important to communicate back to the CCE or faculty in order to minimize potential misunderstandings.

[Back to Top](#)

12.17 Conflict Resolution

There may be times in which students and their preceptor or clinical supervisor may experience conflict. In the event of a conflict, the student must first bring the issue to the attention of the preceptor or clinical supervisor -- or vice versa -- and attempt to resolve

the issue at that point. The CCE, faculty advisor or other faculty members may be contacted by the student, preceptor, or clinical supervisor to assist in conflict resolution.

[Back to Top](#)

12.18 Record Keeping

All records (i.e., progress notes and summaries, evaluations, diaries, injury data, class assignments) assigned to the student must be completed by the end of the clinical experience. The student will receive an incomplete grade if all paperwork is not returned in a timely manner. This may result in the student not being allowed to continue the succeeding semesters of clinical experiences, until all paperwork is completed and received by the Division.

[Back to Top](#)

12.19 Health Services

It is understood that students utilize health services offered by clinical sites, including emergency services, at their own expense.

[Back to Top](#)

12.20 Financial Relationships

All clinical education experiences must be educational in nature. Students will not receive any monetary remuneration during this education experience, excluding scholarships. This means students will not be paid for participation in any athletic training clinical experiences. Students are not there to replace licensed clinical staff. Students may not receive monetary remuneration of any kind from a clinical experience site. Should an athletic training clinical experience site offer payment to a student the student should decline and then report this issue to the CCE. If a student is discovered to be partaking in receiving remuneration from an athletic training clinical experience, the CCE will remove the student from the site and the student will receive a failed grade, F, for that Athletic training clinical experience course.

Students are also responsible for securing and paying for lodging, travel and meals during athletic training clinical experiences. However, any discounted or free clothing, meals, lodging, or parking, may be provided at the discretion of the clinical site.

[Back to Top](#)

12.21 Transportation

Students are expected to provide their own means of transportation to and from all clinical sites and associated program class requirements. This may include gas mileage and vehicle maintenance costs. Students are responsible for all food, housing, and travel costs associated with the clinical site. Shenandoah University SU Athletic Training Program is not responsible for, and will not be able to determine, rental and other associated living costs involved with clinical education at distance sites. Such costs incurred by the students will be determined by current market conditions in the town/city and/or country of which the clinical site is located. Students are encouraged to research

market conditions of distant clinical sites to determine what additional cost may be involved during those clinical experiences. This will allow students to make informed decisions on costs associated with athletic training clinical experiences.

[Back to Top](#)

12.22 Preseason/Holiday/Postseason Requirements

Athletic training students assigned to a sport with a preseason starting before classes start will be required to return to school at a date decided by the assigned preceptor in collaboration with the CCE. Postseason requirements will be handled in the same fashion. The preceptor will also inform the student of obligations to attend team events scheduled on holidays.

[Back to Top](#)

APPENDIX A: RELIGIOUS OBSERVANCES REQUEST FORM

Religious Observances Request Form

Please answer all questions:

Full name: _____ Email address: _____

School and Program/Major: _____ Year of Graduation: _____

Course(s) and course instructor affected by request:

What is the date, time, and location of the religious observance for which you are seeking accommodations? _____

State how the religious observance conflicts with your academic schedule and what specific accommodations you are requesting.

By signing below, you also understand that the accommodation may not be granted, but that Shenandoah University will do its best to provide reasonable accommodation to you.*

Signature

Date

*Pharmacy and Health Professions students. You must submit a copy of this form, once approved, to whomever grants excused absences within your respective school.

To be completed by the course coordinator/instructor only:

Was the Office of Spiritual Life contacted?: ___Yes ___No:

If yes, date of contact: _____

Request approved? (Does not create undue hardship within the course): ___Yes

___No

If "No" is selected, please provide reasoning: _____

Date(s)/times of excused absence (including travel time): _____

State accommodation granted: _____

APPENDIX B: ATP POLICY AND PROCEDURE MANUAL SIGNATURE PAGE

SHENANDOAH UNIVERSITY SU Athletic Training Program

(students must submit via Canvas Quiz in the AT Organization by the end of the second week of classes)

1. I have read, understand and agree to abide by the policies outlined in the **Health Professions Student Handbook: Athletic Training** and the **Shenandoah University Graduate Catalog**.

Signature: ___do not sign and submit; submit on Canvas Quiz___

2. I have read, understand and agree to abide by the provisions of **Academic Integrity** outlined in the **Shenandoah University Graduate Catalog**.

Signature: ___do not sign and submit; submit on Canvas Quiz___

3. I have read, understand and agree to the financial relationship policy in the **Health Professions Student Handbook: Athletic Training (section 12, ii, s)** and understand that I will not accept any monetary remuneration (CAATE Standard 59) for participation in any Athletic training clinical experiences.

Signature: ___do not sign and submit; submit on Canvas Quiz___

4. The SU Athletic Training Program faculty has permission to discuss my academic and clinical performance, and well being for advising purposes, within the Division, with the Dean of SHP, the VPAA or other appropriate personnel (counseling center, Wilkins Health Center, Dean of Student Affairs) should the need arise.

Signature: ___do not sign and submit; submit on Canvas Quiz___

5. The SU Athletic Training Program faculty has permission to provide verbal or written references on my behalf.

Signature: do not sign and submit; submit on Canvas Quiz

6. The goal of athletic training education is to produce athletic trainers who pass the BOC examination as well as fulfill respective state certifications/licensure. State licensure rules must be adhered to. Please make sure that there would be nothing that would preclude you from reaching this goal in the state that you wish to practice in.

Signature: do not sign and submit; submit on Canvas Quiz

7. I have read and signed the **Shenandoah University Health Professions Criminal Background Form** (section 11.23)

Signature: do not sign and submit; submit on Canvas Quiz

8. I have read, understand, and agree to the **Code of conduct outside of classroom and athletic training clinical experience policy (10.3, article 4)**.

Signature: do not sign and submit; submit on Canvas Quiz

9. I am aware that I must meet the *Guidelines of Technical Standards for Professional Athletic Training Education* and I will update this form if at any time I have a health status change during the ATP that could impact my ability to meet these standards.

Signature: do not sign and submit; submit on Canvas Quiz