

# Jacksonville State University

Department of Kinesiology

College of Health Professions & Wellness



**ATHLETIC TRAINING**

## **MASTER'S IN ATHLETIC TRAINING HANDBOOK**

**Updated: Fall 2024**

*The policies and requirements of the Department of Kinesiology are constantly being reviewed and are subject to revision by the Department. This is necessary in the light of developing technology and changes occurring in the Athletic Training profession. Therefore, the policies and requirements as set out in the latest catalog and graduate handbook of the Department of Kinesiology will be applicable to all students, regardless of what the policies were on the date of entry into the Department. It is the intent of this handbook to reflect current academic policies and procedures of the Graduate School. In the event of changes, additions, or conflicts, the current policies of the Graduate School shall prevail.*

## INTRODUCTION

Welcome to Jacksonville State University Master's in Athletic Training Program! Congratulations on being selected from among many outstanding applicants from across the country to become a part of the Gamecock Athletic Training Tradition. Our staff is looking forward to working with quality students like yourself in the process of developing individuals who will contribute to the profession of Athletic Training. The Master's in Athletic Training Program is housed in the College of Health Professions & Wellness, within the Department of Kinesiology. It is our goal to provide all students with a quality experience through vigorous classroom and clinical involvement, that will prepare

the athletic training student to sit for the Board of Certification (BOC) exam, as well as a future in the Athletic Training profession as a healthcare provider. In 2022, Jacksonville State University Master's in Athletic Training Program was nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The MAT program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) until the 2026-2027 academic year, when we will undergo procedures for re-accreditation. *It is very important that you familiarize yourself with the contents of the Jacksonville State University Master's in Athletic Training Handbook.*

Jacksonville State University's Athletic Training Program is continuing to develop and expand educational practices housed in new facilities, with the most up-to-date equipment, and magnify clinical experiences. Our faculty and staff are passionate about Jacksonville State University, the Master's in Athletic Training Program, and the Athletic Training profession as a whole. For this reason, we expect athletic training students to be dependable, reliable, dedicated, honest, and enthusiastic about the Master's in Athletic Training Program and the Athletic Training profession. In addition, we expect you to conduct yourself with the highest degree of dignity, to be academically sound, and to represent yourself, our faculty/staff, our Athletic Training Program, the Athletic Training profession, and Jacksonville State University with the up most professionalism. It is the philosophy of Jacksonville State University Master's in Athletic Training Program that our athletic training students strive to attain the highest standards for medical assessment and care for all athletes/patients.

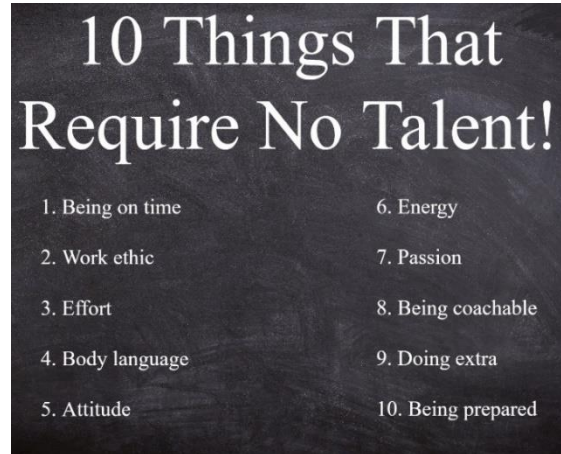
We are excited about assisting you on this journey and look forward to developing a long-lasting relationship, while making your experiences both enjoyable and educational. Again, congratulations and welcome to the friendliest campus in the south!

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Dean, College of Health Professions & Wellness

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**GOVERNING BODIES OF THE ATHLETIC TRAINING PROFESSION**

**Board of Certification (BOC):** [www.bocac.org](http://www.bocac.org)

The mission of the BOC is to provide exceptional credentials and standards the public can trust. The vision of the BOC is to lead credentialing excellence globally. The BOC values include integrity service, fairness, and collaboration. Additionally, the BOC certifies athletic trainers and to identify for the public, quality healthcare professionals through a system of certification, adjudication, standards of practice and continuing competency programs.

**Commission on Accreditation of Athletic Training Education (CAATE):** [www.caate.net](http://www.caate.net)

The CAATE is the agency responsible for the accreditation of Athletic Training education programs. The mission of the CAATE is to serve the public and profession by establishing and ensuring compliance with accreditation standards that facilitate quality outcomes, continuous improvement, innovation and diversity to enhance athletic training education. The vision of the CAATE is to advance clinical practice and improving health care outcomes through promotion of excellence in athletic training education. The values of CAATE are accountability, transparency, integrity, excellence, leadership, and collaborative.

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

The mission of the NATA is to represent, engage and foster the continued growth and development of the athletic training profession and athletic trainers as unique health care providers. The vision of NATA is that athletic trainers will be globally recognized as vital practitioners in the delivery and advancement of health care. Through passionate provision of unique services, athletic trainers will be an integral part of the inter-professional health care team.

**National Athletic Trainers' Association Research and Education Foundation (NATA Research & Education Foundation):** <http://natafoundation.org>

The mission of the NATAREF is the philanthropic arm of the NATA. The Foundation champions research, supports education, and enhances knowledge to optimize the clinical experience and outcomes within the diverse patient populations served by the athletic training profession. The vision of the NATA Research and Education Foundation is to be the leader in supporting innovative research and educational opportunities to advance health care and inform policy for the benefit of the physically active populations.

**AT Strategic Alliance:** <http://atstrategicalliance.org>

The mission of the Strategic Alliance will identify, prioritize and advance current and future opportunities that define and impact the athletic training profession and its stakeholders worldwide. The vision of the AT Strategic Alliance is to represent the collaborative efforts of credentialing, membership, accreditation and research of athletic training to address and advocate for the needs of the profession and promote its worldwide growth, development and advancement. The AT Strategic Alliance consists of the BOC, CAATE, NATA, and the NATA Research and Education Foundation.

**NATA CODE OF ETHICS**

**Preamble:**

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails. The National Athletic Trainers' Association respects and values diversity amongst its members and patients served. Our members work respectfully and effectively with diverse patient populations in varied healthcare environments. The NATA prohibits discrimination based on race, ethnicity, color, national origin, citizenship status, religion (creed), sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, military status, family/parental status, income and socioeconomic status, political beliefs, or reprisal or retaliation for prior civil rights activity, or other unlawful basis, in any program or activity conducted or funded by the NATA (VATA, 2020). Important Professional Values (PV) shared by the NATA membership include: 1) Caring & Compassion, 2) Integrity, 3) Respect, 4) Competence, and 5) Accountability. These shared PV underpin the NATA Code of Ethics, motivate honorable interpersonal behaviors, and conduct in member's interactions with all persons.

**1. IN THE ROLE OF AN ATHLETIC TRAINER, MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS**

- 1.1 Members shall act in a respectful and appropriate manner to all persons regardless of race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity and expression.
- 1.2 Member's duty to the patient is the first concern, and therefore members are obligated to place the well-being and long-term well-being of their patient above other stakeholders to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient as delineated by professional statements and best practices.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

**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 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 reflects the shared professional values, 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 or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient's well-being and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

**BOC PRACTICE STANDARDS**

**Preamble:**

The primary purpose of the Practice Standards are to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards are mandatory. The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

**Direction:**

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

**Prevention:**

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

**Immediate care:**

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

**Examination, assessment, and diagnosis:**

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

**Therapeutic intervention:**

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

**Program discontinuation:**

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

**Organization and administration:**

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

**Culturally Congruent Practice:**

The Athletic Trainer practices patient centered care that is aligned with the cultural values, beliefs, worldview, and practices of the patient and other stakeholders.

**BOC CODE OF PROFESSIONAL RESPONSIBILITY**

**Preamble:**

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

**Patient care responsibilities:**

The Athletic Trainer, specialist or applicant:

1. Renders quality patient care regardless of the patient's age, gender, sex, race, religion, disability, sexual orientation, gender identity, or any other characteristic including those protected by law.
2. Protects the patient from undue harm and acts always in the patient's best interest and is an advocate for the patient's welfare, including taking appropriate action to protect patients from health care providers or athletic training students who are, impaired or engaged in illegal or unethical practice.
3. Demonstrates sound clinical judgment that is based upon current knowledge, evidence based guidelines and the thoughtful and safe application of resources, treatments and therapies.
4. Communicates effectively and truthfully with patients and other persons involved in the patient's program, while maintaining privacy and confidentiality of patient information in accordance with applicable law.
  - a. Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values.
5. Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain.
6. Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient.
7. Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan.
  - a. Does not make unsupported claims about the safety or efficacy of treatment.
8. Does not practice athletic training, or otherwise render patient care, while under the influence of alcohol, drugs, or any other substance that may or is likely to impair the Athletic Trainer's ability to render quality, skilled care to the patient.

**Competency:**

The Athletic Trainer, specialist or applicant:

1. Engages in lifelong and professional learning activities to promote continued competence and culturally congruent practice.
2. Complies with the most current BOC recertification policies and requirements.



**Professional responsibility:**

The Athletic Trainer, specialist or applicant:

1. Practices in accordance with the most current BOC Practice Standards.
2. Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training including, without limitation, applicable state licensing and ethical requirements.
3. Practices in collaboration and cooperation with others involved in a patient's care when warranted; respecting the expertise and medicolegal responsibility of all parties.
4. Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services.
5. Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training.
  - a. Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training.
6. Does not guarantee the results of any athletic training service.
7. Complies with all BOC exam eligibility requirements.
8. Ensures that any information provided to the BOC in connection with exam eligibility, certification, recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful.
9. Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization.
10. Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event.
11. Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws committed by themselves and/or by another Athletic Trainer that is related to the practice of athletic training and/or that may impact the Athletic Trainer's ability to practice athletic training in accordance with "BOC Standards of Professional Practice."
12. Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by themselves or by another Athletic Trainer that is related to athletic training.
13. Complies with applicable local, state and/or federal rules, requirements, regulations and/or laws related to mandatory reporting when identified as a "mandatory reporter" or "responsible employee."
14. Cooperates with BOC investigations into alleged illegal and/or unethical activities and any alleged violation(s) of a "BOC Standard of Professional Practice." Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information and/or documentation.
15. Complies with all confidentiality and disclosure requirements of the BOC and existing law.
16. Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization.

17. Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the “BOC Professional Practice and Discipline Guidelines and Procedures.”
18. Fulfills financial obligations for all BOC billable goods and services provided.

**Research:**

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

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

**Social responsibility:**

The Athletic Trainer, specialist or applicant:

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

**Business practices:**

The Athletic Trainer, specialist or applicant:

1. Does not participate in deceptive or fraudulent business practices.
2. Seeks remuneration only for those services rendered or supervised by an Athletic Trainer; does not charge for services not rendered.
  - a. Provides documentation to support recorded charges.
  - b. Ensures all fees are commensurate with services rendered.
3. Maintains adequate and customary professional liability insurance.
4. Acknowledges and mitigates conflicts of interest.

**ATHLETIC TRAINING PRACTICE DOMAINS**

<b>BOC Athletic Training Domains</b>	<b>Percent of Questions on Exam</b>
Risk Reduction, Wellness and Health Literacy	20.0%
Assessment, Evaluation and Diagnosis	25.6%
Critical Incident Management	20.8%
Therapeutic Intervention	25.6%
Healthcare Administration and Professional Responsibility	8.0%

**ATHLETIC TRAINING CAREER SETTINGS**

Secondary schools	Intercollegiate athletics	Occupational health
Professional athletics	Hospitals	Law enforcement
Military	Recreational activities	Performing arts
Industrial settings	Youth Sports	Clinics (Physical therapy, Occupational therapy, In/Out-patient facilities, etc.)

JSU - Master's in Athletic Training Handbook

**JACKSONVILLE STATE UNIVERSITY'S MISSION STATEMENT &  
STRATEGIC PLAN FRAMEWORK**

<https://www.jsu.edu/president/mission.html>

<https://catalog.jsu.edu/undergraduate/mission-statement/>

**COLLEGE OF HEALTH PROFESSIONS AND WELLNESS' MISSION STATEMENT**

<https://www.jsu.edu/health/about/strategic-plan.html>

**DEPARTMENT OF KINESIOLOGY'S MISSION STATEMENT**

<https://www.jsu.edu/kinesiology/index.html>

**MASTER'S IN ATHLETIC TRAINING'S MISSION & VISION STATEMENT**

<https://www.jsu.edu/kinesiology/graduate/masters-in-athletic-training.html>

**DEFINITION OF A CERTIFIED ATHLETIC TRAINER**

Athletic Trainers are highly qualified, multi-skilled healthcare professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states' statutes, rules and regulations. As a part of the healthcare team, services provided by Athletic Trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions (CAATE 2020 Professional Standards).

\*In 1990, the American Medical Association recognized Athletic Training as an allied healthcare profession. In addition, athletic training is recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA) and the Department of Health and Human Services (HHS) as an allied health care profession. Employment of athletic trainers is projected to grow 14 percent from 2022 to 2032, much faster than the average for all occupations (<https://www.bls.gov/ooh/>).

**MASTER'S IN ATHLETIC TRAINING PROGRAM OUTCOMES – GOALS 1-3**

**Goal 1:**

Prepare students to be competent clinicians using knowledge, skills, and abilities to become an employed healthcare provider using exemplary care across diverse settings. Anyone, anytime, anywhere!

**Goal 1 Outcomes**

- Prepare students to pass BOC exam
- Prepare students to enter the workforce as an athletic trainer/healthcare provider
- Prepare students to be competent in their athletic training knowledge, skills, and abilities
- Students will graduate with MAT degree

**Goal 2:**

Students are able to make clinical decisions based on contemporary best practice, focusing on professionalism and ethics to provide appropriate healthcare within available resources.

**Goal 2 Outcomes**

- Students will present capstone with contemporary best practices
- Prepare students to make effective clinical decisions
- Prepare students to become professional healthcare providers

**Goal 3:**

Students will be strong communicators and supporters of JSU, JSU's MAT program, and the Athletic Training profession by being engaged in the community and advocating for their patients/athletes.

**Goal 3 Outcomes**

- Prepare students to become strong communicators
- Students will become supporters of JSU and JSU's MAT program
- Prepare students to become engaged in the community and athletic training profession, while advocating for their patients/athletes

**MASTER'S IN ATHLETIC TRAINING PROGRAM CORE PRINCIPLES**

1. Integrity:
  - Trust, soundness of moral character, and dependability
2. Compassion:
  - Strong desire to alleviate others
3. Versatility:
  - Ability to adapt to unique circumstances
4. Loyalty:
  - Unwavering allegiance to profession
5. Scholarly:
  - Pursuit of intellectual advancement of patient-centered care
6. Selfless:
  - The desire to deliver sacrificial passionate solutions
7. Ethical:
  - The capacity of the stakeholder to promote consistency Athletic Training pursuits
8. Character:
  - In the face of adversity and the ability to maintain professional standards
9. Diversity, Inclusion, and Equity:
  - Promote an atmosphere of communication that builds relationships across differences
10. Life-long learning:
  - Continual thirst for knowledge, research, and evidence-based practices

**PROFESSIONAL ETHICS, EXPECTATIONS, & BEHAVIORAL STANDARDS**

*The highest of professional ethics, expectations, and behaviors are expected of all athletic training students at Jacksonville State University in every aspect of their involvement in the Master's in Athletic Training Program (i.e. classroom, clinical education, volunteerism, social media, community involvement, etc.).*

The following standards and guidelines will serve to help the athletic training student better self-monitor, evaluate, and understand their own professional identity, as well as assist them in completing the academic and clinical education requirements leading to the Master's in Athletic Training Degree at Jacksonville State University.

The following items outlined, combined with other documents in the Master's in Athletic Training Program Handbook, will serve as guidelines, expectations, and standards for the athletic training student in the completion of the degree. These guidelines, expectations, and standards will help the athletic training student become familiar with the BOC Standards of Professional Practice, the NATA Code of Ethics, and the State of Alabama Advisory Board of Athletic Training, in an effort to make a successful transition from an athletic training student to a professional Certified Athletic Trainer.

**Standard I. Competence:**

Competence is demonstrated in many ways including preparing and actively participating in various learning activities (i.e. classroom, laboratory, and clinical education), striving for mastery in all areas of their education and having the ability to accurately reflect on such experiences. The athletic training student masters the basic knowledge, skills, and behaviors relevant to all practice domains of Athletic Training. These domains include injury and illness prevention and wellness promotion, examination, assessment and diagnosis, immediate and emergency care, therapeutic intervention, and health care administration and professional responsibility.

**Standard II. Honesty:**

The athletic training student recognizes that athletic training is fundamentally dependent on the most accurate and honest information and knowledge so that any acceptance or promotion of dishonesty will threaten to devalue the profession of Athletic Training. In support of Jacksonville State University's Student Code of Conduct (<https://www.jsu.edu/studentaffairs/pdf/Code-of-Student-Conduct-2023-2024.pdf>), the athletic training student that strives for honesty will accurately report actions and events, as well as avoid cheating, plagiarism, or any dishonest behaviors and/or actions. Everything that is presented to the Master's in Athletic Training Program (i.e. examinations, case studies, assignments, clinical education, etc.) will be the athletic training student's original work with no falsification of information. The athletic training student will recognize that a commitment to honesty requires not only that the athletic training student avoids any dishonest behavior, but also reports observed instances of dishonesty to the appropriate authorities, regardless of their relationship to the subject of the report. Any intent by an athletic training student to intentionally mislead or deceive Master's in Athletic Training Program administrators (i.e. faculty, preceptors) or university administration, will subject the athletic training student to dismissal from the Master's in Athletic Training Program.

**Standard III. Compassion:**

The athletic training student is compassionate, using empathy to sense other patients'/clients' concerns and is always willing to identify, articulate, and respond to the psycho-social needs of the patient/client. The athletic training student will actively listen and respond with empathy to all patients/clients. In addition, the athletic training student will assist fellow classmates in dealing with the challenges of a professional program. Furthermore, the athletic training student will seek and accept constructive feedback from preceptors and academic faculty and staff regarding the effect of their behavior on others.

**Standard IV. Respect for others:**

Consistent with the BOC 'Standards of Professional Practice', the athletic training student or applicant respects and safeguards their relationship of trust and confidence with the patient and does not exploit their relationship with the patient for personal or financial gain. Furthermore, the athletic training student or applicant respects the expertise and responsibility of all healthcare providers involved in a patient's care.

The athletic training student striving to respect others will respect the personal boundaries of others and will avoid any discrimination or harassment of other individuals. The athletic training student will honor differences and diversity in people and demonstrate an awareness of how such differences affect personal and professional interactions. Respect will be shown in all settings of the Master's in Athletic Training Program (i.e. classroom, laboratories, clinical education, etc.). The athletic training student will maintain attitudes and behaviors that communicate respect and the value and dignity of others is respected in all encounters. Because respect requires an appreciation of feelings, beliefs and experiences of others, the athletic training student takes an interest in all people regardless of race, color national origin, ethnicity, gender identity, sexual orientation, disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

**Standard V. Professional responsibility:**

The athletic training student that has accepted professional responsibility will contribute to a positive learning (academic & clinical) environment. The athletic training student will be an active and punctual participant for all activities (i.e. classroom, laboratories, clinical education, etc.) that are integral parts of the learning experience. *The athletic training student will take responsibility of notifying others (i.e. academic faculty, clinical staff, preceptors, etc.) in advance whenever possible, when an unavoidable absence or tardiness occurs. It is the responsibility of the athletic training student to complete all missed assignments.* The athletic training student will have the interpersonal skills to cope with the challenges and conflicts that are inherent to the Athletic Training profession. The athletic training student will demonstrate a willingness and ability to identify, discuss, confront, and possibly seek the appropriate advice and help for their own problematic behaviors.

**Standard VI. Social responsibility:**

The athletic training student realizes that all people live in societies that profoundly influence an individual's regardless race, color national origin, ethnicity, gender identity, sexual orientation, disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law. The athletic training student will honor the obligation and responsibility of conducting themselves with pride, respect, and dignity towards others at all times. The socially responsible athletic training student will be able to identify the multiple social factors that influence patients/clients and the athletic training student's actions and attitudes. Lastly, the athletic training student will be proactive in addressing the psycho-social factors that adversely affect others.



**ACADEMIC HONESTY**

In a University community, true knowledge can be gained only through honest means. All academic dishonesty is expressly prohibited. This policy is applicable for campus and distance learning activities. Students who violate this Academic Honesty Policy will be subject to disciplinary action(s) that could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university.

Violations include BUT ARE NOT LIMITED TO, the following:

- A. The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
- B. Copying or utilizing information from a paper of another student during an examination.
- C. Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
- D. Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- E. Selling or giving to another student, unauthorized copies of tests or examinations, or research assignments.
- F. The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
- G. Falsifying class attendance.
- H. Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- I. Taking an examination in the place of another student.
- J. Making unauthorized change in any reported grade or on an official academic report form.
- K. Unauthorized collaboration between two students on an examination, paper, or project.
- L. Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgement of their true source.
- M. Making use of computing facilities in an academically dishonest manner.

Jacksonville State University maintains educational records as defined by the Family Educational Rights and Privacy Act and the Campus Security Act. Procedures for granting access to or challenging the contents of an educational record are outlined in the Jacksonville State University Catalog, published annually. The release of personally identifiable educational records is also defined by these acts and is subject to requirements outlined in the Jacksonville State University Catalog.

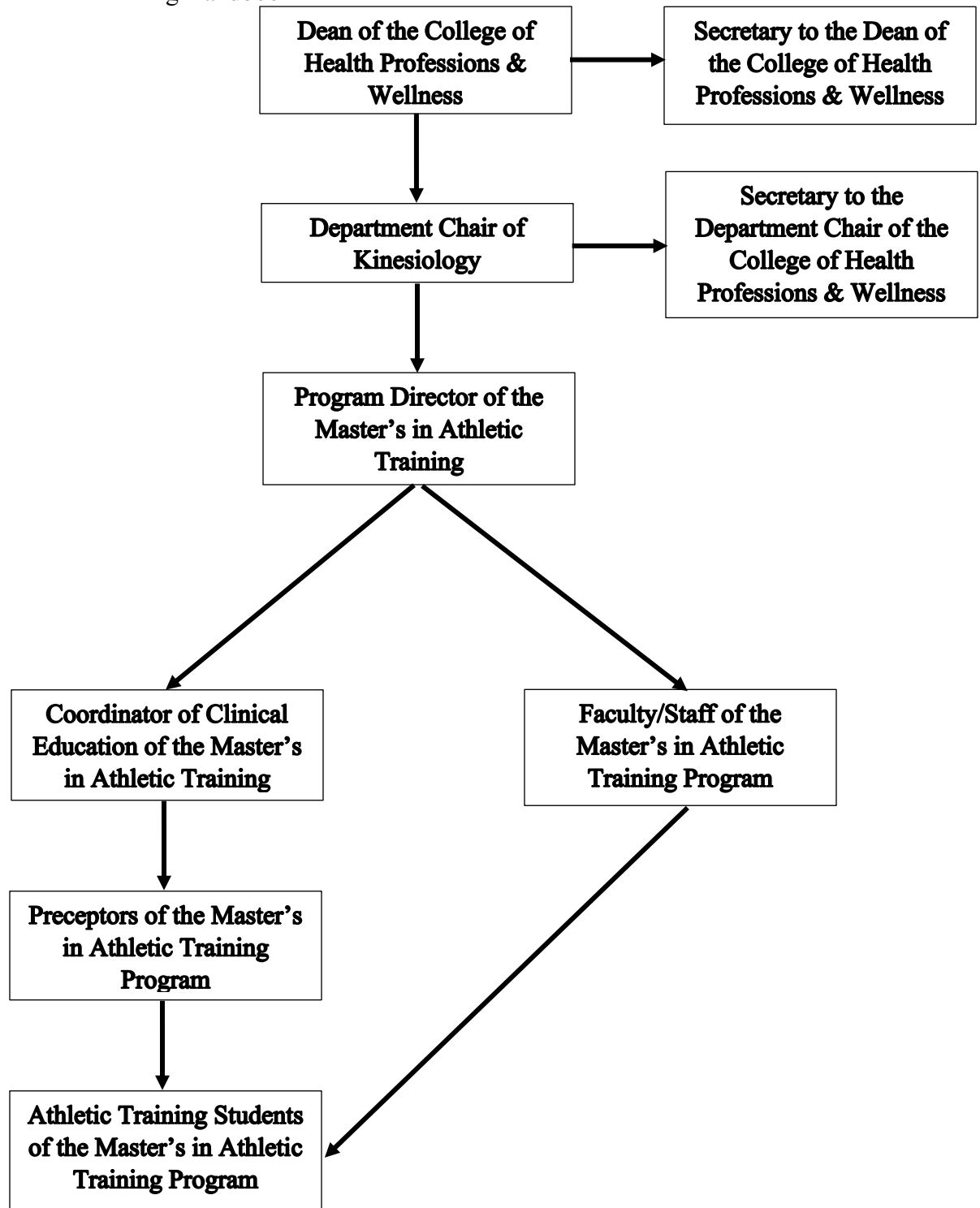
**NON-DISCRIMINATION POLICY**

Jacksonville State University is dedicated to providing equal opportunities and equal access to all qualified individuals without regard to age, color, disability, gender expression, gender identity, genetic information, pregnancy, marital status, military status, national origin, race, religion, sex, sexual orientation, or covered veteran status. Jacksonville State University does not discriminate in admissions, educational programs, or employment practices on the basis of any protected status stated above or on any basis prohibited under applicable law.

Jacksonville State University is fully committed to its core value of inclusion and creating a sense of belonging in its educational and employment environments through application of its equal opportunity, affirmative action and nondiscrimination policy. This commitment extends to all aspects of employment, including: recruitment, advertisement for employment, selection for employment, compensation, treatment during employment, performance evaluation, training and development, promotion, transfers, demotions, discipline, layoff, termination, and making reasonable and appropriate accommodations for individuals with disabilities. Inquiries or concerns should be directed to the Office of Community Standards and Student Ethics, 700 Pelham Road North, Angle Hall, Suite 301-A, Jacksonville, AL 36265. Phone: (256) 782-8080.

## ADMINISTRATIVE FLOW CHART





Decisions on questionable matters should always be referred to the next higher-ranking individual that is immediately available. The athletic training student will be responsible for seeing that all pre-, during, and post-educational/activity assignments are carried out and that the athletic training educational facility is properly maintained. This includes the inventory of supplies, the supervision of restocking and cleaning the area, and the education of athletic training students in the proper procedures relating to the athletic training facility.

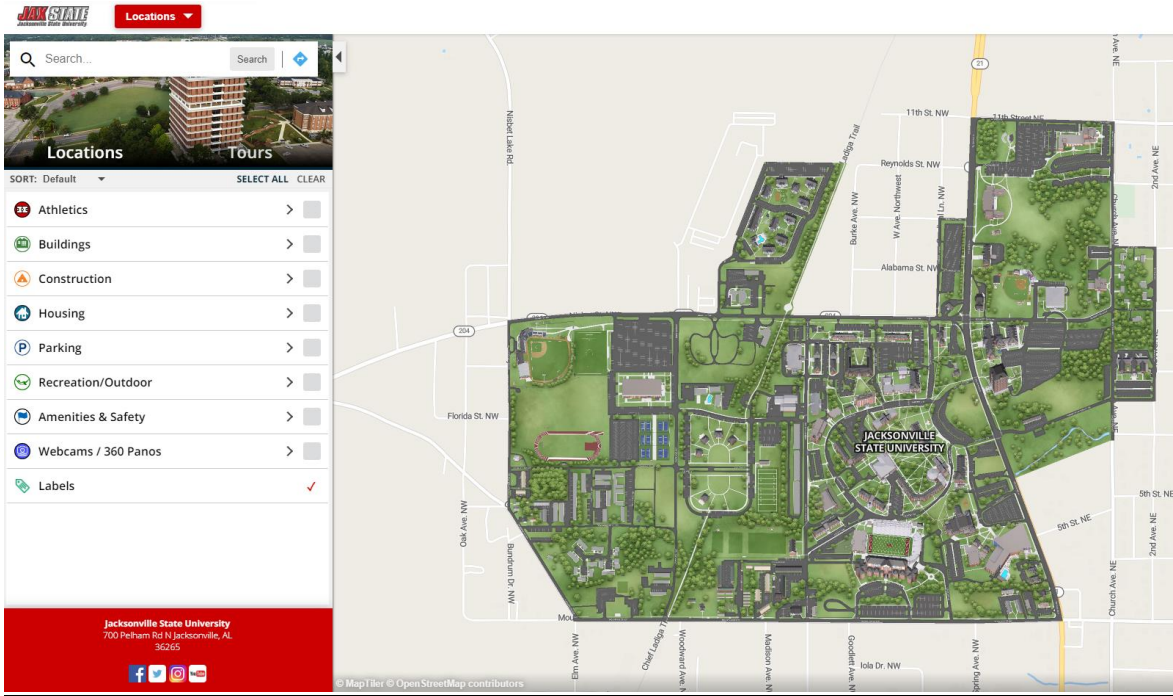
**FACULTY & STAFF DIRECTORY**

<b>Faculty</b>	<b>Office Location</b>	<b>Office Phone Number</b>	<b>Email Address</b>
<b>Tracey D. Matthews</b> Dean of College of the Health Professions & Wellness	South Complex Main Office 1005-B	(256) 782-5428	tdmatthews@jsu.edu
<b>Gina Mabrey</b> Kinesiology Department Chair & Associate Professor	Kenamer, Office 119	(256) 782-8059	gmabrey@jsu.edu
<b>Chris M. Clark</b> Program Director & Assistant Professor	South Complex Main – Office 1402	256-782-5423	cclark8@jsu.edu
<b>Jennifer L. Savage</b> Coordinator of Clinical Education & Assistant Professor	South Complex Main – Office 1401	256-782-5423	jlsavage@jsu.edu
<b>Dave Kean</b> Assistant Professor	South Complex Main – Office 1402	256-782-5423	dkean@jsu.edu
<b>Randy Beason</b> Adjunct Faculty & Athletic Trainer at Jacksonville State University	South Complex Annex - Suite D, Office B	256-782-5423	rcbeason@jsu.edu
<b>Dave Yeager</b> Adjunct Faculty & Athletic Trainer at Milwaukee Brewers	N/A (Online through Microsoft Teams)	256-782-5423	dweager@jsu.edu

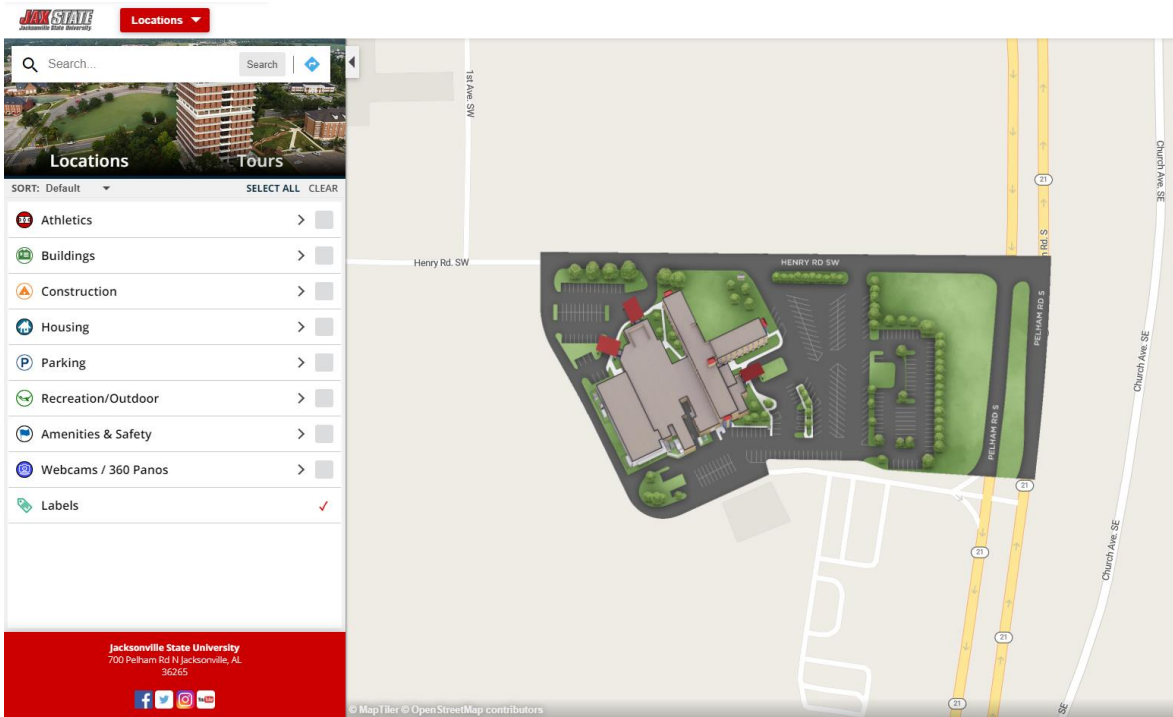
**CAMPUS MAP**

Please refer to the following website for the campus map: <https://map.jsu.edu/>

North Campus:



South Campus:



## **ACADEMIC CALENDAR**

Academic calendar:

The academic calendar can be found at: <http://www.jsu.edu/registrar/academic-calendar/index.html>.

## **FINANCIAL RESPONSIBILITIES**

In addition to the regular university fees listed in the General Catalog, athletic training students must assume cost for equipment and supplies, field experience transportation, lab fees, drug testing, and criminal background checks. Please see the Jax State website for the expected costs: <https://www.jsu.edu/bursar/fees/>.

*\*Out-of-State and International Tuition rates will apply.*

### **Out of pocket expenses:**

- PSI background check - \$53
- Emergency cardiac care (mandatory for all on students during orientation to be given at Jacksonville State University) - \$15
- Parking decal - \$50
- Textbooks - *Estimated* \$100-\$500 per semester

For the most up-to-date information associated with costs and fees, financial aid, and scholarships, please see the following links:

<http://jsu.edu/bursar/fees/index.html>

<http://jsu.edu/finaid/>

<http://www.jsu.edu/finaid/scholarships/>

**ATHLETIC TRAINING ADMISSIONS CHECKLIST**

Jacksonville State University is committed to recruiting and preparing quality candidates for entry-level positions in athletic training. Currently enrolled students wishing to apply to the Master's in Athletic Training Program must complete an application and submit all required materials. Please see the checklist below to make the process easier for you when applying to Jacksonville State University Master's in Athletic Training Program! Admission criteria listed are requirements that must be met before admission is granted. Meeting these minimum standards or acceptance into the University Graduate School will not guarantee admission to the Athletic Training Program. The Master's in Athletic Training Program has a limited enrollment. The number of students admitted may be limited to the number of spaces available in the program to maintain an appropriate student to preceptor/faculty/staff ratio. Therefore, all candidates must make formal application, be admitted to the University Graduate School, and follow the prescribed requirements to be eligible for admission into the program. The following are the requirements for admission to the program:

<b>Materials to be reviewed by the athletic training program:</b>	<b>Date Completed</b>
Complete ATCAS Application <a href="https://atcas.liasoncas.com/applicant-ux/#/login">https://atcas.liasoncas.com/applicant-ux/#/login</a> . The following will be examined on ATCAS:	
Professional Resume	
Professional Cover Letter (Must include: Why did you choose Jacksonville State University, Why do you want to be an Athletic Trainer, How can you make a positive impact to Jacksonville State University, etc.).	
Completion of JSU Form Direct Observation Hours Verification Form (50 hours)	
2 Letters of Recommendations (1 professor and 1 certified athletic trainer)	
Official Transcript from the Bachelor's degree awarding institution	
Have an overall minimum GPA of 2.75	
<b>Required courses from Undergraduate Degree:</b>	
General Biology	
General Chemistry	
General Physics	
Anatomy and Physiology 1 & 2 with lab	
Biomechanics	
Exercise Physiology	
Kinesiology	
Psychology	
<i>*Completion of prerequisite coursework is required for program admissions. Prerequisite courses should be completed prior to starting the program. Approval is needed to allow outstanding courses to be completed by the 1<sup>st</sup> semester of program enrollment. All students must complete prerequisite coursework to continue matriculation in the professional program. Lastly, all prerequisite classes must have a "C" grade or higher.</i>	



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<b>Recommended courses from Undergraduate Degree:</b>	
Basic Athletic Training	
Nutrition	
Statistics	
Therapeutic Exercise and Modalities	
Medical Terminology	
Any research course	
Health	
Pathomechanics	

**Professional interview:**

This will be scheduled by the Program Director/MAT Applicant Committee after review of the above materials.

	<b>Date Completed</b>
Program Interview (Conducted by AT faculty/staff)	

**Submitted to Graduate School (if applicable):**

	<b>Date Completed</b>
International students must see the International Student Applicants' section of the catalog for other application and enrollment requirements.	

**Selection of students:**

Application materials and any additional information can be requested from the Master's in Athletic Training Program Director. The MAT committee will strive to interview and process all applicants in a timely fashion. The selection committee will evaluate each applicant using the documented criteria below. After this evaluation, the highest scoring applicants will be offered a conditional or unconditional seat into the Master's in Athletic Training Program. Any student who receives a score under 14/20, will not be considered for admissions. Candidates not accepted may reapply for admission during the next available application period.

<p><b><u>Grade Point Average</u></b>                      3.5 and higher = 5 points                      3.25 to 3.49 = 4 points                      3.00 to 3.24 = 3 points                      2.75 to 2.99 = 2 points                      2.50 to 2.74 = 1 points</p>	<p><b><u>Quality of Observation Hours</u></b>                      Outstanding = 5 points                      Great = 4 points                      Good = 3 points                      Fair = 2 points                      Poor = 1 points</p>
<p><b><u>Quality of Interview</u></b>                      Outstanding = 5 points                      Great = 4 points                      Good = 3 points                      Fair = 2 points                      Poor = 1 points</p>	<p><b><u>Quality of Application for Admission (resume, LORs, letter of interest, interview/writing sample, &amp; clinical hours)</u></b>                      Outstanding = 5 points                      Great = 4 points                      Good = 3 points                      Fair = 2 points                      Poor = 1 point</p>

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Students receive communication from both the Graduate School and the Master's in Athletic Training Program

Director classified as one of the following:

- Unconditionally Accepted (Applicant meets all admission criteria)
- Conditionally Accepted (Applicant does not meet all admission criteria)
- Denied

	<b>Date Completed</b>
Acceptance / Denial Letters (Sent by Admissions office/Program Director)	

Once conditionally and/or unconditionally accepted, the student must confirm/deny the invitation to become part of the Master's in Athletic Training Program. An email with attachments with detailed instructions will be sent to that student welcoming them to the Master's in Athletic Training Program and detailing their responsibilities:

**Accepted students (To be produced and/or completed during orientation):**

	<b>Date Completed</b>
Criminal Background check - <a href="http://www.psibackgroundcheck.com">www.psibackgroundcheck.com</a> .	
Proof of NATA membership ( <a href="http://members.nata.org/eSeries/app/member/">http://members.nata.org/eSeries/app/member/</a> )	
Proof of NPI number	
Proof of professional liability insurance	
Medicat Immunization Portal - House student health records <a href="http://www.jsu.edu/studenthealth/forms.html">http://www.jsu.edu/studenthealth/forms.html</a> .	
JSU student parking decal	
AHA Healthcare Provider	
Release of Information (form)	
Signed Technical Standards (form)	
Record of Immunizations/Vaccinations	
Signed AT Program Confidentiality Agreement (form)	
Health insurance card	
Driver's license	

**Equal opportunity in education title IX statement:**

JSU is an equal opportunity/affirmative action institution and does not discriminate based on age, religion, race, color, sex, veteran's status, national origin, or disability. Pursuant to Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, Title IX Coordinator, Suite 301-A Angle Hall, phone (256) 782-5769 is the coordinator for Section 504/ADA.

**Academic support:**

Academic Support and Success provides a range of academic support services which include tutoring, Supplemental Instruction (SI), academic workshops, and mentoring. The concept behind academic support is to model high quality, effective, academic skills, provide content-specific supplemental instruction, and create a connection to the institution. Tutors and SI Leaders must combine their content knowledge with empathy, honesty, hard work, humility, and humor. The goal of Academic Support and Success is to support the university's mission as a learning-centered institution.

Please see the following link for more information: <https://www.jsu.edu/studentsuccess/academic-support/>

**REGISTRATION INFORMATION**

**Approximate Registration Information Below:**

**Who:**

All students in MAT cohort.

**What:**

Registration will be your responsibility. We will have a **MANDATORY** Teams meeting before you begin the program, to discuss how you will complete this process.

**Where:**

Attend the scheduled Teams meeting and use the internet to get registered.

**When:**

You must be registered one week before classes start.

**How:**

Program director will give specific instructions on how to register before classes begin.

## **TRANSFER OF GRADUATE CREDIT**

Transfer credit from other regionally accredited institutions will appear on the Jacksonville State University transcript only if used to fulfill degree completion and/or professional educator certification requirements.

The number of semester hours of graduate credit that may be transferred from a regionally accredited institution to Jacksonville State University toward a graduate degree program is limited to the following maximums:

- Zero (0) hours toward a graduate certificate of fewer than 30 hours.
- Six (6) hours toward a 30-semester hour program;
- Nine (9) hours toward a 33-semester hour program; and
- Twelve (12) hours toward a 36 or more-semester hour program.

Evaluation of transfer credit is made by the appropriate department of the student's major and approved by the Graduate School. A student intending to enroll at another institution and transfer a course to Jacksonville State University must receive approval of the coursework prior to enrolling in the course to ensure the course will be accepted for inclusion in the student's program of study at Jacksonville State University.

Transfer credit cannot be used to raise the GPA of Jacksonville State University coursework to the required minimum GPA of any major, professional educator certification program, or graduate certificate program. The total amount of credit applied from a previously earned graduate degree at Jacksonville State University and external transfer credit combined is limited to the same maximums as transfer credit that are specified in the Transfer of Graduate Credit section of the graduate catalog. Only graduate courses with grades "A," "B," "P," and "S" may be transferred to JSU. Grades of "C" or below will not be eligible for transfer.

Transfer credit must meet time limit requirements as stated under the Time Limit on Degree Completion section of the graduate catalog. Any exceptions will be made by the Director of the Graduate School. To request graduate transfer credit, a student must submit a Internal Course Transfer Request Form, listing the transfer course(s) and descriptions. In addition, the student must request that an official transcript from the institution at which the credit was earned be sent directly to the Graduate School at JSU. It is the responsibility of the student to ensure that the transcript has been received. The [Internal Course Transfer Request Form](#) is available on the Graduate School website.

**MASTER'S IN ATHLETIC TRAINING COURSE SEQUENCE**

**Master's in Athletic Training Two-Year Plan beginning in **Fall Semester:****

<b>Fall 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
AT 512 Foundational Concepts of Athletic Training	3	AT 536 Clinical Education II	2	AT 513 Emergency Care	3
AT 526 Clinical Education I	2	HPE 539 Diet and Performance (Course delivered online)	3	AT 517 Physical Exam I	3
AT 542 Evidence-Based Practice: Implications in Athletic Training (Course delivered online)	2	AT 553 Athletic Training Ethics & Administration	3	AT 518 Physical Exam I Lab	1
AT 550 Medical Conditions	3			AT 515 Therapeutic Interventions I	2
<b>Semester Total</b>	<b>10</b>		<b>8</b>		<b>9</b>
<b>Year 1 Total</b>					<b>27</b>
<b>Fall 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
AT 546 Clinical Education III (IMMERSION 1)	3	AT 556 Clinical Education IV (IMMERSION 2)	3	AT 566 Clinical Education V	1
HPE 590 Directed Studies	3	PH 530 Research Design	3	AT 562 Health Promotions & Wellness (Course delivered online)	2
AT 527 Physical Exam	3	AT 537 Physical Exam	3	HPE 537 Diversity Issues & Trends in Sport Studies (Course delivered online)	3
AT 528 Physical Exam Lab	1	AT 538 Physical Exam Lab	1	AT 523 Medical Documentation and Informatics	2
AT 525 Therapeutic Interventions	2	AT 535 Therapeutic Interventions	2		
<b>Semester Total</b>	<b>12</b>		<b>12</b>		<b>8</b>
<b>Year 2 Total</b>					<b>32</b>
<b>Total</b>					<b>59</b>

**Master's in Athletic Training Two-Year Plan beginning in Summer Semester:**

<b>Summer 1</b>		<b>Fall 1</b>		<b>Spring 1</b>	
AT 512 Foundational Concepts of Athletic Training	3	AT 526 Clinical Education I	2	AT 536 Clinical Education II	2
AT 513 Emergency Care	3	AT 527 Physical Exam	3	PH 530 Research Design	3
AT 517 Physical Exam I	3	AT 528 Physical Exam Lab	1	AT 537 Physical Exam	3
AT 518 Physical Exam I Lab	1	AT 525 Therapeutic Interventions	2	AT 538 Physical Exam Lab	1
AT 515 Therapeutic Interventions I	2	AT 553 Athletic Training Ethics & Administration	3	AT 535 Therapeutic Interventions	2
<b>Semester Total</b>	<b>12</b>		<b>11</b>		<b>11</b>
<b>Year 1 Total</b>					<b>34</b>
<b>Summer 2</b>		<b>Fall 2</b>		<b>Spring 2</b>	
AT 566 Clinical Education V	1	AT 546 Clinical Education IV (IMMERSION 1)	3	AT 556 Clinical Education IV (IMMERSION 2)	3
AT 562 Health Promotions & Wellness (Course delivered online)	2	HPE 590 Directed Studies	3	HPE 539 Diet and Performance (Course delivered online)	3
HPE 537 Diversity Issues & Trends in Sport Studies (Course delivered online)	3	AT 550 Medical Conditions	3		
AT 523 Medical Documentation and Informatics	2	AT 542 Evidence-Based Practice: Implications in Athletic Training (Course delivered online)	2		
<b>Semester Total</b>	<b>8</b>		<b>11</b>		<b>6</b>
<b>Year 2 Total</b>					<b>25</b>
<b>Total</b>					<b>59</b>

**MASTER'S IN ATHLETIC TRAINING COURSE DESCRIPTIONS**

*Foundational Concepts of Athletic Training (3) AT 512:*

This course introduces the roles and responsibilities of an athletic trainer focusing on foundational and experiential aspects of Athletic Training founded in history, governance, structure, and regulation of the AT profession with current best practices. This course is designed to socialize MAT students into the AT profession and provide foundational frameworks for the AT.

*Therapeutic Interventions I (2) AT 515:*

This course utilizes knowledge, skills, and experiences to provide the foundational principles for comprehensive treatment for common injuries. Introduction to the principles of rehabilitation and the development of therapeutic goals throughout the rehabilitation process will be stressed. This class will provide information to assist clinicians in comprehensive care focusing on therapeutic interventions and rehabilitation plans.

*Therapeutic Interventions II (2) AT 525:*

This course builds on Therapeutic Interventions I, related to education competencies and learning outcomes from various procedures within Athletic Training. Therapeutic Interventions II is the second of three (3) courses regarding therapeutic intervention and rehabilitation programs for patients.

*Therapeutic Interventions III (2) AT 535:*

This course builds on Therapeutic Interventions II related to education competencies and learning outcomes from various procedures within Athletic Training. Therapeutic Interventions III is the third of three (3) courses regarding therapeutic intervention and rehabilitation programs for patients.

*Physical Exam I (3) AT 517:*

This course provides introductory material that will be utilized throughout the program concerning evaluation and management of injuries. Physical Exam I is the first of three (3) courses designed to expose students to aspects of prevention, examination, diagnosis, and treatment of patients.

*Physical Exam I Lab (1) AT 518:*

This lab provides opportunities for students to put knowledge, skills, and learning theories into practice learned from Physical Exam I course.

*Physical Exam II (3) AT 527:*

This course provides continuation of Physical Exam I and continues to expose students to experiences and skills in AT, focusing on areas related to the Upper Body. Physical Exam II is the second of three (3) courses designed to expose students to aspects of prevention, examination, diagnosis, and treatment of patients.

*Physical Exam II Lab (1) AT 528:*

This lab provides opportunities for students to put knowledge, skills, and learning theories into practice learned from Physical Exam II course.

*Physical Exam III (3) AT 537:*

This course provides continuation of Physical Exam II and continues to expose students to experiences and skills in AT focusing on areas related to the Lower Body. Physical Exam III is the third of three (3) courses designed to expose students to aspects of prevention, examination, diagnosis, and treatment of patients.



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*Physical Exam III Lab (1) AT 538:*

This lab provides opportunities for students to implement knowledge, skills, and learning theories into practice learned from Physical Exam III course.

*Clinical Education I (2) AT 526:*

This course emphasizes components including procedures and caring for musculoskeletal injuries and common illnesses, orientation to an athletic training facility, and the daily tasks in AT. Clinical Education I is the first of five (5) courses that provides clinical experiences in healthcare.

*Clinical Education II (2) AT 536:*

This course emphasizes components including procedures and caring for musculoskeletal injuries and common illnesses, orientation to an athletic training facility, and the daily tasks in AT. Clinical Education II is the second of five (5) courses that provides clinical experiences in healthcare.

*Clinical Education III (3) AT 546:*

This course emphasizes components including procedures and caring for musculoskeletal injuries and common illnesses, orientation to an athletic training facility, and the daily tasks in AT. Clinical Education III is the third of five (5) courses that provides clinical experiences in healthcare.

*Clinical Education IV (3) AT 556:*

This course emphasizes components including procedures and caring for musculoskeletal injuries and common illnesses, orientation to an athletic training facility, and the daily tasks in AT. Clinical Education IV is the fourth of five (5) courses that provides clinical experiences in healthcare.

*Clinical Education V (1) AT 566:*

This course emphasizes components including procedures and caring for musculoskeletal injuries and common illnesses, orientation to an athletic training facility, and the daily tasks in AT. Clinical Education V is the fifth of five (5) courses that provides clinical experiences in healthcare.

*Emergency Care (3) AT 513 (Pre-requisite is CPR certification):*

This course exposes the Athletic Trainer to emergency management. Topics and experiential experiences will prepare the AT student to become emergency management providers by addressing prevention, recognition, and management of life-threatening and non-life-threatening situations.

*Medical Documentation and Informatics (2) AT 523:*

This course focuses on areas such as quality assurance and quality improvement to enhance patient/client care. Health informatics are introduced and utilized to drive informed decisions using online databases to maintain data privacy, protection, and security.

*Evidence-Based Practice: Implications in Athletic Training (2) AT 542:*

This online course introduces students to the principles of evidence-based medicine, clinical epidemiology, and the interpretation of clinical research that assesses prevention, diagnostic, and treatment strategies in sports medicine.

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### *Medical Conditions (3) AT 550:*

Focuses in the identification and treatment of medical conditions of the nervous, urinary, endocrine, reproductive, respiratory, gastrointestinal, cardiovascular, integumentary systems. Emphasis placed on the role of the Athletic Trainer has in the prevention, evaluation, diagnosis, treatment, and rehabilitation of associated conditions as directed by a supervising physician. Study of general medical conditions, disabilities, abnormalities, and diseases of physically active individuals; prevention, recognition, physical examination, management, and referral of common general medical conditions.

### *Athletic Training Ethics & Administration (3) AT 553:*

This course is designed to introduce students to the fundamental principles regarding ethics and administration in athletic training.

### *Health Promotions & Wellness (2) AT 562:*

Introduces physiological adaptations, principles of drug therapy, and pharmacological application relating to treatment of injury and illness in AT.

### *PH 530: Research Design:*

This course prepares students to learn and apply research methodology to problems in public health through the fundamentals of research study design and methods. It serves as an introduction to qualitative and quantitative approaches to research, as well as ethical issues in conducting research.

*\*This is a new course offering scheduled to be taught in the Spring 2026 in Public Health. If this course is not available, students will take NU 544 in Nursing.*

### *Diversity Issues & Trends in Sport Studies (3) HPE 537:*

This online course examines athletic training issues and trends encountered by secondary and collegiate coaches in the administration of sport programs. The concepts will be explored from a theoretical and applied perspective. This course also examines possible courses of action to meet such issues and trends that occur in athletics. Includes in-depth study and problem-solving approaches.

### *Diet and Performance (3) HPE 539:*

Study of the basic nutrients and different types of diets, and their effects on health related and sports related fitness. The course examines nutritional needs across the life span, focusing on the basic nutrients and their food sources, and nutrient utilization in the human body. There will be a study of the association between nutrition and exercise performance, nutrition assessment of athletes, how to measure body composition, and the use of and controversy over ergogenic aids are explored.

### *Directed Studies (3) HPE 590*

This experience allows students to further immerse in clinical education as well collaborate with a faculty member to complete a specific research/literature review project.

## **Graduate MAT Program Exit Interviews**

It is the policy of the graduate MAT program to conduct exit interviews upon program completion. The exit interview will be conducted by the Program Director at the end of the last semester when the student is enrolled in the program of study.

Participation in the exit interview process is strictly voluntary, but strongly encouraged. The interviews will be conducted on the JSU campus and provide students with an opportunity to reflect upon and provide constructive, meaningful, and relevant program feedback.

The overall purpose of these interviews is to assess the overall quality and effectiveness of the graduate nursing programs.

## GRADING POLICY

### **Grading system:**

The following grades are given in graduate courses; numerical values for letter grades are determined by individual academic programs:

**A** Four quality points per credit hour (90-100)

**B** Three quality points per credit hour (80-89)

**C** Two quality points per credit hour (70-79)

The maximum number of hours of "C" grades permitted to count toward doctoral degrees, education specialist degrees, master's degrees, master's level professional educator certification programs, or graduate non-education certificates is six semester hours. If a student earns a grade of "C" or below on more than six semester hours of coursework, the student should consult his or her academic advisor and the Director of the Graduate School for advisement.

**F** Failing - Zero quality points (0-69)

**P** Passing - Grade given for thesis hours and other selected courses as specified in the course descriptions in this catalog.

The grade of "P" does not affect the GPA. The grade of "F" on a pass or fail course is computed as a regular "F" grade. A grade of "P" may only be assigned for the final thesis hours when the student has successfully defended the thesis and all paperwork has been signed by the thesis committee and submitted to the Office of the Graduate School with the final thesis draft.

**IP** In Progress (dissertation research only)

**I** Incomplete

**Assigning the grade:** The grade of "Incomplete" or "I" may be assigned by an instructor if extreme circumstances prevent a student from completing course requirements, and only if the student is passing the course. The "I" grade does not immediately affect a student's grade point average.

**Completing the course requirements:** The student is responsible for arranging to complete the remaining course requirements. One calendar year is allowed for completing the work. Grades of "I" will roll to "F" on the day grades are due in each term.

**Students should not register for the course again.** Once the student has completed all course requirements, the instructor submits a grade change to the Registrar's Office for recording. The Registrar then notifies the student of the grade change. Failure to complete course requirements within the established time frame will result in a grade of "F" being assigned.

**Requesting extensions:** The student must submit a written request for an extension to remove an "Incomplete." All incomplete grade extensions must be submitted to the Director of the Graduate School prior to the last day of classes in the fall and spring semesters and prior to the day before grades are due in the final summer term. The instructor and graduate director must approve the extension before the Registrar processes the request. If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor's interest.

**Incompletes and Graduation:** All Incompletes must be completed prior to the degree being awarded. Otherwise, the grade of "I" will be converted to "F" in order for the degree GPA to be calculated.

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**NC** No Credit

When a grade of incomplete is not applicable, the no credit (NC) grade may be given to a student who is otherwise passing but who is unable to complete a course due to circumstances beyond the student's control. An "NC" grade is not calculated in the student's GPA. A grade of "NC" must be approved by the Director of the Graduate School. A grade of "NC" cannot be retroactively assigned.

**WF** Withdraw Failing - Will be counted as a grade of "F" with zero quality points

**WP** Withdraw Passing - Zero quality points

**X** Audit - No credit

## **RESEARCH GUIDELINES**

During your time in the Master's in Athletic Training Program, and as a requirement of the completion of the degree, you **must** present at Jacksonville State University's Student Symposium. If there is an excused reason of why you cannot attend the JSU Symposium, it is at the discretion of the MAT faculty to review your case and determine an appropriate plan of action. Your presentation must be in the form of a clinical case study or a critically appraised topic. Once you have completed your presentation at Jacksonville State University's Student Symposium, it is **highly recommended** that you submit your case study or critically appraised topic for publication/presentation to either a professional conference or journal (e.g. SEATA, NATA, JAT, etc.)

### **Overview and purpose:**

The purpose of conducting a clinical case study or clinically appraised topic is to expose the athletic training student to an organized way of developing clinical reasoning skills which are based on the knowledge, skills, and behaviors that the student develops in Master's in Athletic Training Program lecture, lab and clinical education courses.

### **Identifying a clinical case study:**

Clinical case studies are designed to provide information specific to a unique injury or intervention with the intent of making the medical community aware of either a unique injury/condition or aware of a successful/non-successful intervention. Working with one of your assigned preceptors this semester, you will collect relevant data specific to a unique injury, condition, or treatment that you will formulate into a clinical case study based on the following guidelines:

- The clinical case study must be pre-approved by the clinical education course instructor using the approval form listed below.
- The clinical case study must be from an injury that occurs or is being treated during your current semester's clinical education assignment(s). The clinical case study must be specific to an injury/condition that you have previously or are currently receiving formal instruction about within the Master's in Athletic Training Program. For example, Clinical I case studies must be specific to Emergency Care or General Anatomy. Any potential case study that does not fall into one of these areas (e.g. spine evaluation) must receive approval from the course instructor prior to beginning the clinical case study.
- You must obtain a signed waiver from the athlete/patient/client (and parents if the athlete/patient/client is a minor) prior to initiating any work on the clinical case study (e.g. writing, medical history, etc.). This waiver must not be obtained until you have received approval for the clinical case study by the course instructor. In the event your chosen clinical case study is not approved by the patient (and, if necessary, the patient's parent or guardian), you will need to seek out a different clinical case study.
- Due to the number of students in the Master's in Athletic training Program, it is expected that there may not be enough 'unique' injuries/conditions for all students to conduct an independent clinical case study. Therefore, it is possible that two students could report on the same injury, with prior approval by the course instructor. Each student is expected to turn in their original independent work.
- You cannot repeat data collected from an injury/condition from which you or another graduate athletic training student has previously reported. For instance, if you (or another student) reported a clinical case in semester II, you (or another student) may not use this data for a clinical case study in semester VI. The sole exception is if the injury/condition has had a significant turn of events, such as re-injury or non-healing that was not included as part of a previously reported clinical case study. If this occurs, you must obtain approval from the course instructor to again report on this injury. If approved, you must also obtain a new (or updated) signed waiver.

- The clinical case study must be written using scientific writing and adhering to the content and formatting guidelines provided below.

### **Identifying a critically appraised topic:**

A critically appraised topic is a short summary of evidence on a topic of interest, usually focused on a clinical question. Defined as a brief “summary of a search and critical appraisal of the literature related to a focused clinical question, which should be kept in an easily accessible place so that it can be used to help make clinical decisions”. A critically appraised topic is a shorter and less rigorous version of a systematic review, summarizing the best available research evidence on a topic. In addition, a critically appraised topic typically includes critically appraised literature of at least 3 high quality studies but no more than 5. It is almost impossible for practitioners to keep up to date with all the new evidence for their field of clinical expertise. All practitioners encounter questions that arise from real life clinical situations. Evidence-based decision making in clinical scenarios demands time-efficient, up-to-date evidence review. Critically appraised summaries of the best evidence for common clinical or educational questions address these needs. The gold standard would be a systematic review, but this takes too much time and effort and is not practicable for clinicians.

Working with one of your assigned preceptors or faculty member this semester, you will collect relevant data specific to a unique injury, condition, or treatment that you will formulate into a critically appraised topic based on the following guidelines:

- The critically appraised topic must be pre-approved by the clinical education course instructor using the approval form listed below.
- The critically appraised topic must formulate a relevant clinical question that is either from an injury that occurs or is being treated during your semester's clinical education assignment(s) or an area that interest you.
- It is possible that two students could report on the paper, with prior approval by the course instructor. Each student is expected to turn in their **original independent work**.
- The clinical case study must be written using scientific writing and adhering to the content and formatting guidelines provided below.
- Key parts to a critically appraised topic is purpose, reviewer, date of completion, date for review, well-built questions, search strategies and results, evidence retrieved, appraisal, and conclusion.
- Critically appraised topics can form a structured part of the evidence-based practice process through CATs can form a structured part of the EBP process by developing a well-built question, searching for and select best evidence, analyzing the evidence, applying the evidence to the clinical situation, evaluating the application of the evidence, and disseminating the findings.

**REQUIREMENTS FOR COMPLETION OF THE MASTER'S IN ATHLETIC TRAINING DEGREE**

After students have been formally accepted into the Master's in Athletic Training Program at Jacksonville State University, the athletic training student must maintain a 3.00 GPA. If the GPA falls below a 3.00, a student will be placed on academic probation per policy of the Graduate School. All students should refer to their respective course syllabus and Master's in Athletic Training Handbook regarding specific information about grading policies and procedures. For example, if an athletic training student is a fall start, they will take their OSCE in AT 546 and AT 556. Furthermore, if an athletic training student is a summer start, they will take their OSCE in AT 536 and AT 546. This is a high-stake practical and the athletic training student will either receive a passing score of >80% or failing grade. Students must pass the OSCE, in order to proceed to the next academic semester. In the first OSCE, if the student does not pass any section of the OSCE, there will be remediation for only those section(s) not passed (>80%). The student has a total of 2 opportunities to pass the first OSCE at >80% for all sections. In the second OSCE, if the student does not pass any section of the OSCE, there will be remediation for only those section(s) not passed (>80%). The student has a total of 1 opportunity to pass the second OSCE at >80% for all sections.

A maximum of 6 graduate credit hours with a grade of "C" may be counted toward degree completion and graduation. A student earning a "C" or lower over 6 credit hours will be dismissed from the MAT program and the Graduate School. Any student receiving a grade of "F" in any course may be dismissed from the program. Students who have been academically removed from the program and wish to re-enter the program, must follow the Appeal process outlined in the Graduate Catalog. A student must be re-admitted to the program through the appeal process. If a student earns an incomplete ("I"), the student may not commence a new academic semester until any grade of Incomplete ("I") is successfully resolved.

Lastly, students must present a clinical case study or critically appraised topic at Jacksonville State University's Student Research Symposium for the HPE 590 course. If there is an excused reason of why you cannot attend the JSU Student Research Symposium, it is at the discretion of the MAT faculty to review your case and determine an appropriate plan of action.

In addition to course work, students must successfully complete all assigned clinical education experiences. Clinical education learning opportunity hours will be one component of the graduate athletic training student's grade(s) in their clinical education courses, which include AT 526, 536, 546, 556, and 566. If a student is below the minimum requirement for clinical education learning opportunity hours, they will either receive an (I) or could possibly fail the course.

- AT 526 (2 credits): A minimum of 140 clinical hours
- AT 536 (2 credits): A minimum of 140 clinical hours
- AT 546 (3 credits): A minimum of 210 immersion clinical hours
- AT 556 (3 credits): A minimum of 210 immersion clinical hours
- AT 566 (1 credit): A minimum of 70 clinical hours



## **SCHOLARSHIPS**

Jacksonville State University and the Master's in Athletic Training Program are committed to assisting students with financing their college education. Do not miss out on scholarship opportunities! Become familiar with the information regarding the scholarships' requirements, award amounts, and deadlines at the links below.

### **Jacksonville State University Scholarships:**

Jacksonville State University scholarships are awarded on the basis of academic achievement, athletic skills, special talents, and/or financial need. Jacksonville State University offers several different types of scholarships to help defray the cost of attending school for new and continuing students. Jacksonville State University funded scholarships are non "refundable", and unused funds cannot be carried over to subsequent semesters. Each scholarship may be regulated by a different set of requirements. The institution has scholarships that are automatically offered and some that require an application.

Please refer to this link for more information: <http://www.jsu.edu/finaid/scholarships/>

### **National Athletic Trainers' Association Scholarships:**

The National Athletic Trainers' Association and the National Athletic Trainers' Association Research and Education Foundation offers several recourses relevant to athletic training students including statistics, mentoring opportunities, scholarships, and a national distinction award. You must login as a NATA member to access the link below.

Please refer to this link for more information: <https://www.nata.org/professional-interests/students/resources>

### **Southeast Athletic Trainers' Association Scholarships:**

The Southeast Athletic Trainers' Association is proud and honored to recognize a few of our elite members and provide financial support to further the profession through academic and leadership scholarships. As a benefit for being a member, you, or your dependent, may be eligible to qualify for one of various academic or leadership scholarships. These awards are a one-year scholarship award and generally disbursed during the spring semester.

Please refer to this link for more information: <https://www.seata.org/scholarships>

### **Alabama Athletic Trainers' Association Scholarships:**

Applications are open year-round and those received prior to March 31st will be reviewed for the award for the current year. The winners will be selected based on a combination of academic achievement, financial need, character, and athletic training abilities. The winners will be notified prior to and announcement of the winners and awarding of the scholarships will occur during annual ALATA Clinical Symposium & Members' Meeting. For more information, click below.

Please refer to this link for more information: <https://www.alathletictrainers.org/scholarships>

## **CLINICAL EDUCATION REQUIREMENTS**

The purpose of clinical education is to offer each athletic training student with an opportunity to increase proficiency in skills necessary to become a BOC certified athletic trainer. The athletic training student will demonstrate their ability to assess, analyze, synthesize, and integrate these clinical skills into professional practice, while demonstrating appropriate professional ethics and behaviors. At the start of each academic semester, the athletic training student and preceptor will meet to discuss and review the evaluation, short- and long-term goals, site orientation, and preceptor expectations. Additionally, the athletic training student and preceptor will review the site-specific check list, the bloodborne pathogens locations and plans, and site-specific Emergency Action Plans. The athletic training student and preceptor will review the current academic requirements and the cocky checkoffs required for the semester.

### **The following are guidelines in place for students, faculty/staff, and preceptors:**

- Clinical education must follow a logical progression that allows for increasing amounts of clinically supervised responsibility, leading to autonomous practice upon graduation. The clinical education plan must reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical behaviors, including clinical decision-making.
- Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical behaviors, including decision-making and professional behaviors required of the profession, in order to develop proficiency as an athletic trainer.
- Clinical education must allow students opportunities to practice with different patient populations, care providers, and in various allied healthcare settings relative to the Master's in Athletic Training Program's mission statement.
- Clinical education assignments cannot discriminate based on race, color national origin, ethnicity, gender, gender identity, sexual orientation, disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law. Every attempt will be made to meet the individual needs of each student. Experiences may be varied based on the past responsibilities and experiences, and the future career goals of the specific student.
- There must be opportunities for students to gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills, and clinical behaviors, role delineation study, and standards of practice delineated for a certified athletic trainer in the profession. Examples of clinical experiences must include but should not be limited to 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 who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).
- All clinical education sites must be evaluated by the Master's in Athletic Training Program on an annual and planned basis, and the evaluations must serve as part of the program's comprehensive assessment plan (please see Master's in Athletic Training Program Preceptor and Clinical Site Evaluation Form and Athletic Training Student Evaluation of Preceptor and Clinical Site).
- Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients.
- All clinical education must be contained within 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.

## JSU - Master's in Athletic Training Handbook

- All clinical education experiences must be educational in nature and include the following: Master's in Athletic Training Program must have a written policy that delineates a minimum/maximum for clinical hours; students are recommended to have a minimum of one day off in every seven-day period.
- Athletic training students will not replace actual athletic training staff or medical personnel.
- The Master's in Athletic Training Program must include provisions for supervised clinical education with a preceptor that will contain the following: regular communication between the program and the preceptor; the number of students assigned to a preceptor in each clinical setting must be in a ratio to ensure effective clinical learning and safe patient care; students must be directly supervised by a preceptor during the delivery of athletic training services; and the preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and/or patient/client.
- All sites must have a venue-specific written and accessible emergency action plan (EAP) and blood borne pathogen policy that are based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue). Athletic training students must have immediate access to these plans in an emergency. Blood borne pathogen training is completed as part of the orientation before the start of the program (1<sup>st</sup> year Fall Semester).
- Radiation exposure (as applicable) procedures are immediately accessible. Athletic training students must have immediate access to these plans in an emergency.
- All clinical education affiliation sites that have and maintain therapeutic equipment will be assessed per site specific requirements, on a planned and ongoing annual basis to ensure compliance with the most recent CAATE standards. Consistent with the Master's in Athletic Training Program Evaluation of Preceptor and Clinical Site document "*Clinical site provides proof that therapeutic equipment are properly calibrated and maintained according to manufacturer's recommendation by Federal/State/local ordinance*", all clinical education sites are evaluated to ensure appropriate compliance with calibration and maintenance of therapeutic equipment. If a student discovers a piece of equipment at their clinical site that is not in calibration, the student should not use the equipment and it should be brought to the Clinical Education Coordinator and preceptor's attention immediately.
- Venue specific training expectations as required will be determined by clinical sites. For examples hospitals may require additional paperwork or training before observing surgeries.
- All athletic training students must have emergency cardiac care training before engaging in athletic training and supplemental clinical education experiences. This is completed as part of the orientation before the start of the program (1<sup>st</sup> year Fall Semester).
- The Jacksonville State University (JSU) Master's in Athletic Training Program will not pay, be responsible, or agree to pay for any precepting experience for a student enrolled in any program or track. This includes preceptors, mentors, residency/practicum advisors or clinical agencies. However, a student may pay an agency to go to that particular clinical site.

### **Dependability and punctuality:**

Dependability and punctuality are a must in the healthcare professional world. The Master's in Athletic Training Program at Jacksonville State University believes that these qualities are imperative to be successful in your major, in your career and in your life. Therefore, the Master's in Athletic Training Program has developed a policy whereby all clinical experiences are documented, signed by your assigned preceptor, and turned in by the athletic training student at the end of each week. At this time, the preceptors are to review with the athletic training student the quality of their clinical experience and provide feedback as to the progress of the student's proficiencies and professional attributes. If the times sheets are not turned in by at their designated time, then those hours will not be counted towards your clinical experience hours.

**Electronic device policy:**

All personal electronic devices are not to be used during the clinical experience setting. Involvement in clinical experiences should be viewed the same as attending class. In both of these situations, students are not to utilize their electronic device for talking, texting, or utilize their personal electronic devices for use that are not educational in nature. Please leave your personal electronic devices in a designated space in the athletic training room or in your vehicle during your clinical experience. During classes, your personal electronic devices are to be turned off or put on silent. Use of personal electronic devices during scheduled classes or clinical education experiences may result disciplinary actions. Each Master's in Athletic Training Program instructor/preceptor has the right to initiate their own personal electronic devices policy for their classroom/clinical education experience and each student is to adhere to those policies. Not abiding by these rules will result implementation of the MAT disciplinary policy.

**GUIDELINES FOR CLINICAL EDUCATION**

The Master's in Athletic Training student's clinical education will be composed of five (5) semesters of assigned clinical education under the direct supervision of a Master's in Athletic Training Program preceptor. These clinical education assignments will be sequential in nature and will build upon the student's athletic training knowledge, skills, and behaviors. Master's in Athletic Training students will not be permitted to engage in clinical education assignments, until having been exposed to the related educational competencies in a formal, educational academic or clinical setting.

**Professional liability insurance coverage:**

The professional liability insurance is purchased by the Athletic Training Program for all Athletic Training Students who are participating in clinical rotations. This policy is a "blanket" coverage plan through a university approved entity. Athletic training students are only covered while participating in their clinical rotations required as part of their curriculum. However, this does not cover personal vehicle travel to and from affiliated sites, practices, and games. All athletic training students are required to show proof of professional liability insurance at the time they begin their clinical education experiences and must maintain coverage throughout entire their entire program. Professional Liability Insurance is submitted by the student or the Coordinator or Clinical Education. A letter of coverage is acceptable as proof of insurance.

It must be understood by the athletic training student that they are in an educational environment and any actions or inactions they take may result in the further injury of the athlete/patient. Therefore, it is very important that a Certified Athletic Trainer be supervising at all times to intervene. However, should an incident occur where the athletic training student causes further harm to an athlete, this policy is also in place to cover the injuries sustained by the athlete/patient. Any incident regarding an athlete/patient's injury must also be reported within the first 48 hours to the supervising athletic trainer, the Coordinator of Clinical Education and Athletic Training Program Director. First aid is to be initiated and an incident report filed. The Athletic Training Program Director will make decisions regarding the referral of the athlete/patient and file a claim with the liability provider. It is also recommended that the student have their own individual liability insurance policy in addition to what the Master's in Athletic Training Program provides.

The Master's in Athletic Training Program will use preceptors and clinical sites that incorporate the following CAATE-required clinical education opportunities:

- Throughout the lifespan (e.g. pediatric, adult, elderly)
- Of different sexes
- With different socioeconomic statuses
- Of varying levels of activity and athletic ability (e.g. competitive and recreational, individual and team activities, high- and low-intensity activities)
- Who participate in non-sport activities (e.g. participants in military, industrial, occupational, leisure activities, & performing arts)

In addition, the Master's in Athletic Training Program may also provide clinical education opportunities in the following areas:

- Primary care
- Operative and non-operative orthopedic care
- Emergent conditions
- Pediatric care
- Therapeutic interventions and rehabilitative care

## JSU - Master's in Athletic Training Handbook

The sequence of clinical education assignments will follow a set progression as outlined below. All preceptors and clinical sites **must** be approved by the Master's in Athletic Training Program as defined in the "Clinical Site and Preceptor Agreement", prior to the student engaging in clinical education assignments.

### **Travel policy:**

As part of the clinical education experience, athletic training students will be provided the opportunity to travel with various athletic teams throughout the course of their educational experience. If you are traveling, you will always accompany a preceptor who will provide direct supervision. Remember you are representing not only yourself, but also your team, school, and Master's in Athletic Training Program, so conduct yourself accordingly. You need to understand your limitations as an athletic training student. **Do not** put yourself in a position that may jeopardize you legally and/or ethically. Athletic training students must follow the respective team rules and guidelines when traveling with athletic teams. Failure to comply will result in reassignment to a different clinical experience and possibly probation/suspension status within the Athletic Training Program.

**CLINICAL EDUCATION HOURS & EXPERIENCES**

In addition to course work, students must successfully complete all assigned clinical education experiences. Clinical education learning opportunity hours will be one component of the graduate athletic training student's grade(s) in their clinical education courses, which include AT 526, 536, 546, 556, and 566. If a student is below the minimum requirement for clinical education learning opportunity hours, they will either receive an (I) or could possibly fail the course.

- AT 526 (2 credits): A minimum of 140 clinical hours
- AT 536 (2 credits): A minimum of 140 clinical hours
- AT 546 (3 credits): A minimum of 210 immersion clinical hours
- AT 556 (3 credits): A minimum of 210 immersion clinical hours
- AT 566 (1 credit): A minimum of 70 clinical hours

The hours used in calculating these learning opportunity totals for clinical education course grades will be entered and housed in a program approved documentation system.

In the event that an athletic training student is anticipated to fall short of the required semester clinical education hours, due to situations beyond their control (e.g. assigned sport team is traveling, clinical site is cancelled for the day, inclement weather, etc.), the athletic training student is expected to initiate procedures to obtain additional clinical education hours with another approved preceptor and clinical site. The clinical education hours obtained at their proposed alternative site must meet the Master's in Athletic Training Program's goals and objectives for clinical education (i.e. Goal #2). In order to obtain clinical education hours outside of the student's originally assigned site, the following requirements and criteria must be met:

- The athletic training student must have permission from both their current and proposed site's preceptor.
- The athletic training student must have permission from the Master's in Athletic Training Program Coordinator of Clinical Education.

## **RECORDING CLINICAL EDUCATION HOURS**

The following are guidelines for recording clinical education hours (learning opportunities):

- In each semester, the athletic training student will use Evaluate to log their learning opportunities for their Clinical Education Hours.
- Only those clinical education hours logged and approved by the supervising preceptor will be used to determine total clinical education hours obtained by an athletic training student per semester.

In addition to course work, students must successfully complete all assigned clinical education experiences. Clinical education learning opportunity hours will be one component of the graduate athletic training student's grade(s) in their clinical education courses, which include AT 526, 536, 546, 556, and 566. If a student is below the minimum requirement for clinical education learning opportunity hours, they will either receive an (I) or could possibly fail the course. Failure to accurately report and record Clinical Education hours will result in disciplinary action pursuant to the "*MAT Program Professional Ethics, Expectations & Behavioral Standards*".

In addition to course work, students must successfully complete all assigned clinical education experiences. Clinical education learning opportunity hours will be one component of the graduate athletic training student's grade(s) in their clinical education courses, which include AT 526, 536, 546, 556, and 566. If a student is below the minimum requirement for clinical education learning opportunity hours, they will either receive an (I) or could possibly fail the course.

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- AT 546 (3 credits): A minimum of 210 immersion clinical hours
- AT 556 (3 credits): A minimum of 210 immersion clinical hours
- AT 566 (1 credit): A minimum of 70 clinical hours



**CLINICAL EDUCATION DISCIPLINARY INCIDENT REPORT**

Name: \_\_\_\_\_ Clinical Rotation: \_\_\_\_\_

Incident Date: \_\_\_\_\_ Incident Location: \_\_\_\_\_

Witnesses: \_\_\_\_\_

**Reason for Report:**

<input type="checkbox"/> Insubordination	<input type="checkbox"/> Theft/Vandalism	<input type="checkbox"/> Conduct Unbecoming an Athletic Trainer
<input type="checkbox"/> Unprofessional Behavior	<input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Dress Code Violation
<input type="checkbox"/> Breach of Duty	<input type="checkbox"/> Falsifying Hours	<input type="checkbox"/> Other _____
<input type="checkbox"/> Unexcused Absences	<input type="checkbox"/> Academic Dishonesty	_____
<input type="checkbox"/> Chronic Tardiness	<input type="checkbox"/> Drug/Alcohol Abuse	_____

**Incident Description:**

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**Types of Report:**

<input type="checkbox"/> Verbal Warning
<input type="checkbox"/> Formal Write-Up
<input type="checkbox"/> Probation

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Preceptor Signature

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

\_\_\_\_\_  
Master's in Athletic Training Coordinator of Clinical Education Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**CLINICAL ROTATION PLAN**

**Clinicals:**

Focus on clinical encounters, not the number of hours at your respective clinical site

Use injury/illness tracking systems

**An example of a clinical rotation plan is shown below:**

**AT 526 (2):**

This is the initial clinical experience in our program and the student will be at the novice level using the Dreyfus Model. This will be a 1 clinical site rotation and will be ~14 weeks long.

**AT 536 (2):**

This is a 1 clinical site rotation and will be ~14 weeks long and the student will be at the advanced beginner level using the Dreyfus Model.

**AT 546 (3) – Immersion 1:**

This rotation will be an immersive clinical experience for ~8 weeks, with no other classes, with the exception of clinical education forms. The student will be at the competent level using the Dreyfus Model.

**AT 556 (3) – Immersion 2:**

This rotation will be an immersive clinical experience for ~8 weeks, with no other classes, with the exception of clinical education forms. Students are expected to reach a minimum of 140 hours, with their primary immersive clinical experience. Once students return from their immersive clinical experience, students will then participate in 70 hours for ~4 weeks of a physician clinical experience. The student will be at the proficient level using the Dreyfus Model.

**AT 566 (1):**

This rotation will be a physician/athletic trainer clinical experience in the summer semester, for ~10 weeks.

**RETENTION POLICIES & PROCEDURES**

**Retention Policy:**

After students have been formally accepted into the Master's in Athletic Training Program at Jacksonville State University, the athletic training student must maintain a 3.00 GPA. If the GPA falls below a 3.00, a student will be placed on academic probation per policy of the Graduate School. All students should refer to their respective course syllabus and Master's in Athletic Training Handbook regarding specific information about grading policies and procedures. For example, in AT 536 and AT 556, students must pass the OSCE, in order to proceed to the next academic semester. This is a pass (>80%) or fail grade. If the student does not pass any section of the AT 536 OSCE, there will be remediation for only those section(s) not passed (>80%). The student has a total of 2 opportunities to pass the AT 536 OSCE at 80% for all sections. In AT 556, students must pass the OSCE, in order to proceed to the next academic semester. This is a pass (>80%) or fail grade. If the student does not pass any section of the AT 556 OSCE, there will be remediation for only those section(s) not passed (>80%). The student has a total of 2 opportunities to pass the AT 556 OSCE at 80% for all sections. A maximum of 6 graduate credit hours with a grade of "C" may be counted toward degree completion and graduation. A student earning a "C" or lower over 6 credit hours will be dismissed from the MAT program and the Graduate School. Any student receiving a grade of "F" in any course may be dismissed from the program. Students who have been academically removed from the program and wish to re-enter the program, must follow the Appeal process outlined in the Graduate Catalog. A student must be re-admitted to the program through the appeal process. If a student earns an incomplete ("I"), the student may not commence a new academic semester until any grade of Incomplete ("I") is successfully resolved. Lastly, students must present a clinical case study or critically appraised topic at Jacksonville State University's Research Symposium for HPE 590 course. If there is an excused reason of why you cannot attend the JSU Symposium, it is at the discretion of the MAT faculty to review your case and determine an appropriate plan of action.

Should the athletic training student have further questions regarding their behaviors, academic integrity, non-discrimination statements, guidelines, expectations, and standards, they should refer to the following link for the **student handbook**:

<http://www.jsu.edu/studentaffairs/pdf/Student-Handbook.pdf>

Grievance policy: When all other efforts to resolve a student issue have failed, the student may file a grievance with the institution. Information on JSU student complaint and grievance procedures may be found at the following links:

<http://www.jsu.edu/online/current-students/grievances.html>

<https://www.jsu.edu/academicaffairs/academic-grievances/index.html>

Should the athletic training student have further questions regarding their behaviors, guidelines, expectations, and standards, they should refer to the following link for the **graduate catalog**:

<http://jsu.edu/graduate/catalog.html>

Should the athletic training student have further questions regarding term or part term withdrawal, refund of tuition, and/or academic calendar, they should refer to the following link for the **office of the registrar**:

*Withdrawals:*

<https://catalog.jsu.edu/graduate/academic-policies-procedures/withdrawals-forgiveness-appeals/withdrawals-forgiveness-appeals.pdf>

JSU - Master's in Athletic Training Handbook

*Refund:*

<http://jsu.edu/bursar/refundpolicy.html>

*Academic calendar:*

<http://jsu.edu/registrar/academic-calendar/index.html>

**REVIEW PROCESS & DISCIPLINARY POLICY OF ACADEMIC AND CLINICAL PERFORMANCE**

At the end of each academic semester, the Master's in Athletic Training Program Selection and Retention Committee (Department Chair of Kinesiology, Program Director, & Coordinator of Clinical Education) will review the academic status of each athletic training student. In the event that a course instructor or preceptor reports that the behavior and/or performance of an athletic training student (academically or clinically) warrants a review, the outline below provides the procedures that will be followed for this process.

**Procedure 1. Course Instructor/Preceptor Defines Problem:**

- Document the problem:
- Course instructor or preceptor identifies the problem
- Course instructor or preceptor will compose a detailed description in the form of a Formal Complaint submitted via email to the Master's in Athletic Training Program Director as soon as possible, and no later than 2 days after the grades or submitted/clinical education incident happened
- Complaint is forwarded to the Master's in Athletic Training Program Selection and Retention Committee
- Selection and Retention Committee will meet with the course instructor/preceptor
- Selection and Retention Committee will meet with the athletic training student
- Selection and Retention Committee will determine appropriate remediation with specific timelines implemented

Upon determination of an infraction of the Master's in Athletic Training Program Handbook, the Master's in Athletic Training Program Selection & Retention Committee will make a decision that will consist of one of the following and a copy of the Formal Complaint will be placed in the athletic training student's folder:

- Verbal Warning
- Formal Write-Up
- Probation

**Procedure 2. MAT Program Director & Instructor/Preceptor Conference:**

Remediation and solution of problem:

- If parameters outlined in Procedure 1 & 2 are not met, the athletic training student is placed on suspension, probation or dismissed. In addition, the Professional Master's Degree Committee (Vice Provost, SHWP Dean, Department Chair of Kinesiology, Program Director, and Coordinator of Clinical Education) will be made aware of the following:
- Athletic training student may be suspended or dismissed from participating in Clinical Education
- Athletic training student may be suspended or dismissed from travel with an assigned team
- Athletic training student may be suspended or dismissed from attending Professional Development events
- Athletic training student may not be permitted to represent the Master's in Athletic Training Program in any official capacity

Suspension, probationary, and dismissal length will be determined by the Professional Master's Degree Committee.

## JSU - Master's in Athletic Training Handbook

In all instances the Master's in Athletic Training Program Director will utilize their best judgment in determining the level of appropriate action. The Master's in Athletic Training Program Director may feel it most appropriate to skip a particular step or immediately suspend or dismiss an individual due to the nature of the violation. In all instances, fairness and an opportunity for student improvement will be a consideration.

**NOTE:** All disciplinary conferences and documentation will be kept in the student's personal athletic training program file and will not be shared with any other students. Discussions regarding student progress with faculty and staff regarding disciplinary action will be done for the intended purposes of ensuring the said student's successes in the Master's in Athletic Training Program are maintained and managed appropriately. A student's personal athletic training program file will be utilized at the request of recommendations for employment, when a student request special privileges, or event coverage. The Master's in Athletic Training Program is hopeful that the above-mentioned actions deter any athletic training student from missing assigned clinical experiences, classes, and/or being tardy for classes or clinical experiences.

## PRECEPTOR TRAINING & REQUIREMENTS

The Master's in Athletic Training Program incorporates preceptors to supervise clinical education experiences for athletic training students. Students must be directly supervised by the 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 students and patient/athlete, if needed. It is encouraged to provide ongoing feedback in a constructive and positive manner while developing proficiency in clinical skills. These clinical skills relate to the program's didactic educational learning over time concept and current clinical experiential level of the athletic training student. All preceptors will have completed an initial Jacksonville State University Athletic Training Preceptor Training, with periodic refresher and continued learning seminars. These instructional guidelines may be delivered formally, informally, or through electronic newsletters. The preceptor will demonstrate an understanding of and compliance with the Jacksonville State University's and CAATE's Program policies and procedures. The Coordinator of Clinical Education will meet with each preceptor and athletic training student(s) at the beginning of each clinical rotation to review individual and clinical site goals, objectives, and Preceptor expectations.

### **The following are preceptor guidelines:**

- Athletic trainers who serve as Master's in Athletic Training Program approved preceptors must be credentialed by **both** the Board of Certification and licensed in the state in which they are employed in.
- Non-athletic trainers (see "Healthcare Professional" on p. 25) who serve as Master's in Athletic Training Program preceptors, must be credentialed in their designated healthcare profession, and licensed in the state in which they are employed in.
- Master's in Athletic Training Program preceptors must not be currently enrolled in any Master's in Athletic Training Program at any institution.
- Master's in Athletic Training Program preceptors will receive planned and ongoing education from the Master's in Athletic Training Program designed to promote a constructive learning environment.
- Master's in Athletic Training Program preceptors must always directly supervise athletic training students during clinical education.
- Master's in Athletic Training Program preceptors must provide instruction and assessment utilizing approved Master's in Athletic Training Program forms and clinical education plan to assess the current knowledge, skills, and behaviors of the graduate athletic training students.
- Master's in Athletic Training Program preceptors must provide instruction and assessment of the graduate athletic training student's clinical integration proficiencies, communication skills, and clinical decision making during actual client/patient care.
- Master's in Athletic Training Program preceptors must demonstrate understating of and compliance with the Master's in Athletic Training Program's policies and procedures.
- All preceptors must complete an initial face-to-face Master's in Athletic Training Program preceptor training, conducted by the Master's in Athletic Training Program and complete a required preceptor training assessment prior to supervising graduate athletic training students.
- All Master's in Athletic Training Program preceptors will receive and must comply with ongoing updates pertaining to the supervision of Master's in Athletic Training students.
- It is possible that teams may practice on campus or at an off-campus clinical site despite campus/site closure; in the event this happens, it is important that you understand that the athletic training student will not likely be there that day and/or should be dismissed (in the event the Jacksonville State University campus/site closes early) if they feels that inclement weather may affect their ability to arrive home safely.

**CAATE STANDARDS RELEVANT TO CLINICAL EDUCATION**

**Standard 9:**

All courses used to fulfill athletic training clinical experience requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.

**Standard 10:**

Students fulfill all athletic training clinical experience requirements and curricular content standards (Standards 56 through 94) within the professional program.

**Standard 14:**

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

**Standard 15:**

A program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient care and client-care experiences.

**Standard 16:**

The clinical education component is planned to include at least one athletic training immersive clinical experience.

**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)
- Who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, & performing arts)

**Standard 18:**

Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

**Standard 22:**

All sites where students are involved in clinical education (excluding the sponsoring institution) have a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.

**Standard 29:**

The program ensures that each student is oriented to the policies and procedures of their clinical site.

**Standard 30:**

Educational opportunities and placements are not prejudicial or discriminatory.



**Standard 31:**

Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.

**Standard 32:**

Regular and ongoing communication occurs between the program and each preceptor.

**Standard 33:**

All active clinical sites are evaluated by the program on an annual basis.

**Standard 39:**

The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:

- Contemporary expertise in athletic training
- Certification and good standing with the Board of Certification
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice in athletic training

**Standard 40:**

The coordinator of clinical education is responsible for oversight of the clinical education portion of the program. This includes the following responsibilities:

- Oversight of student clinical progression
- Student assignment to athletic training clinical experiences and supplemental clinical experiences
- Clinical site evaluation
- Student evaluation
- Regular communication with preceptors
- Professional development of preceptors
- Preceptor selection and evaluation

**Standard 45:**

Preceptors are health care providers whose experience and qualifications include the following:

- Licensure as a health care provider, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for preceptors who are solely credentialed as athletic trainers
- Planned and ongoing education for their role as a preceptor
- Contemporary expertise

**Standard 46:**

Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

**Standard 47:**

The number and qualifications of preceptors are sufficient to meet the clinical education needs of the program.

**Standard 48:**

Program faculty and preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

**CAATE CLINICAL EDUCATION DEFINITIONS**

**Affiliation agreement:**

A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. See also Memorandum of understanding.

**Athletic trainers:**

Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

**Athletic training clinical experiences:**

Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification. See also Clinical Education.

**Clinical education:**

A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

**Coordinator of clinical education:**

The full-time faculty member of the host institution and a BOC-certified athletic trainer responsible for the clinical progression and evaluation of the student, preceptor and clinical site evaluation, and preceptor training.

**Clinical site:**

A facility where a student is engaged in clinical education.

**Emergency action plan:**

A venue-specific "blueprint" used for the management of medical emergencies. A sound emergency plan is easily understood and establishes accountability for the management of emergencies. Furthermore, failure to have an emergency plan can be considered negligence.

Please refer to: <http://www.nata.org/sites/default/files/EmergencyPlanningInAthletics.pdf>

**Healthcare providers:**

Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

**Immersive clinical experience:**

A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

**Medical director:**

Health care provider licensed to practice allopathic or osteopathic medicine.

**Physician:**

Health care provider licensed to practice allopathic or osteopathic medicine.

**Preceptor:**

Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

**Program director:**

The full-time faculty member of the host institution and a BOC-certified athletic trainer responsible for the implementation, delivery, and administration of the AT program.

# **Program Materials**

**JACKSONVILLE STATE UNIVERSITY COLLEGE OF HEALTH PROFESSIONS & WELLNESS:  
MASTER'S IN ATHLETIC TRAINING – SCHOLARS' CODE**

**Jacksonville State University's Professional Scholars' Code:**

<https://www.jsu.edu/academicaffairs/scholarscode/index.html>

**Jacksonville State University's CHPW Professional Scholars' Code:**

<https://www.jsu.edu/health/about/handbook.html>

**Jacksonville State University's MAT Professional Scholars' Code:**

**Professional scholars' code:**

The academic community of students and faculty at the Master's in Athletic Training Program strives to develop, sustain, and protect an environment of honesty, trust, and respect. The athletic training profession is one of highest distinction that promotes honesty and integrity. The JSU Master's in Athletic Training Program requires students and faculty to comply with the standards of conduct deemed appropriate for the athletic training profession by the National Athletic Trainers' Association (NATA CODE OF ETHICS in this handbook), as well as those delineated in the Professional Scholars' Code of the College of Health Professions & Wellness (Refer to JACKSONVILLE STATE UNIVERSITY COLLEGE OF HEALTH PROFESSIONS & WELLNESS: MASTER'S IN ATHLETIC TRAINING – SCHOLARS' CODE in this handbook).

**Violations of professional scholar's code:**

Any action by students revealing dishonesty is considered a violation of the Professional Scholar's Code. Actions of this nature should be reported to the course faculty:

1. Dishonesty on an examination, problem solution, exercise, or assignment
2. Plagiarism
3. Submission of commercially prepared papers, reports, or themes
4. Examinations, practical exercises, and problem solutions, whether administered in the classroom or given in a take-home form, should be the work of the individual who submits them
5. Group work should be in an individual effort within the group dynamics per the instructions of the specific Master's in Athletic Training faculty/staff
6. Audio or visual recordings outside of the JSU Audio and Visual Recording Policy are prohibited
7. Each student should certify that their work is their own

**Suspected violations of professional scholar's code:**

1. Students suspected of violating the JSU MAT Professional Scholar's Code will be notified verbally and in writing by the program director using Master's in Athletic Training Forms. After the suspected violation, a meeting will occur with the program director and/or any involved faculty/staff and a plan of action will be implemented. If this plan is not followed per the guidelines listed, the suspected student may be dismissed from the program.
2. The student has the right to seek advice from his/her Academic Advisor, Program Director, or the Director of Student Services for their own program.
3. The student may admit the offense or refute it and offer written evidence supporting the denial. Written evidence must be provided within three (3) working days. Faculty will employ diligence in assuring due process.
4. Faculty will consider the nature of the offense; evidence presented by the student and make a decision regarding consequences.

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5. Consequences for students found guilty of violation of the Professional Scholar's 4 Code may include, but are not limited to additional assignments, zero credit for an assignment, failure of course, or dismissal from program.
6. Should the student wish to appeal the faculty decision, the student should follow the 'Student Appeal And/Or Grievance Procedure' as outlined in the student handbook.

**Professional scholars code agreement:**

The students and faculty of the Master's in Athletic Training Program recognize that academic honesty and integrity are fundamental values of the athletic training profession and this University community as evidenced by the Professional Scholar's Code. Students and faculty at the Master's in Athletic Training Program commit to holding themselves and their peers to the high standard of honor required by the Professional Scholars Code. Any individual who becomes aware of a violation of the Professional Scholars Code is bound by honor to take corrective action.

We, the members of the Master's in Athletic Training Program, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

I have read and understand the Professional Scholar's Code. I hereby pledge that on all work submitted at the Master's in Athletic Training Program. I will neither give nor receive unauthorized aid in doing any or all assignments.

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this scholars' code policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**JACKSONVILLE STATE UNIVERSITY COLLEGE OF HEALTH PROFESSIONS & WELLNESS;**  
**MASTER'S IN ATHLETIC TRAINING – PROFESSIONAL BEHAVIOR**

**Jacksonville State University's CHPW Professional Behavior:**

<https://www.jsu.edu/health/about/handbook.html>

**Jacksonville State University's MAT Professional Behavior:**

**Standards for professional behavior:**

The academic community of students and faculty at the Master's in Athletic Training Program strives to develop, sustain, and protect an environment of professionalism. The Master's in Athletic Training Program requires students and faculty to comply with the standards of conduct deemed appropriate for the National Athletic Trainers' Association (refer to NATA CODE OF ETHICS in this handbook), as well as those delineated in the Professional Scholars' Code of the College of Health Professions and Wellness (Refer to JACKSONVILLE STATE UNIVERSITY COLLEGE OF HEALTH PROFESSIONS & WELLNESS: MASTER'S IN ATHLETIC TRAINING – PROFESSIONAL BEHAVIOR in this handbook).

**Unprofessional behavior:**

Unprofessional behavior is the improper conduct by a student, faculty, or staff which infringes on the reasonable freedom of others or which is otherwise detrimental to the proper conduct of Jacksonville State University, The Master's in Athletic Training Program, and clinical agency partners. The Master's in Athletic Training Program is dedicated to maintaining excellence and integrity in all aspects of its professional conduct. Violations within these areas will be processed appropriately without regard to the sex, race, color, religious affiliation, national or ethnic origin, age, veteran status, or disability of any of the participants.

**Violations of professional behavior:**

1. Unsafe practice (acts of commission or omission) that places a client in serious jeopardy
2. Falsification of records (academic, clinical medical records, records of attendance or completion of course objectives)
3. Being under the influence of any substance that impairs performance as outlined in The Program of Athletic Training Impairment and Substance Abuse Policy.
4. Academic dishonesty (lying, cheating, and plagiarism; may also be considered a violation of the Scholar's Code)
5. Distribution (physically or verbally) of actual or summarized test questions, assignments, papers, or any graded activities
6. Physical or verbal altercations
7. Incivility or willful harassment, sexual harassment, abuse, or intimidation (physical, non-physical, verbal) of administration, faculty, staff, classmates, vendors, clients, families, visitors, and all clinical healthcare partners and their associates
8. Willful expressions of disrespect (physical, non-physical, verbal) of administration, faculty, staff, classmates, vendors, clients, families, visitors, and all clinical healthcare partners and their associates related to race, cultural values/practices, religious beliefs, sexual orientation, physical/mental disabilities, and socioeconomic status
9. Violation of confidentiality as outlined by HIPAA, FERPA, and confidentiality agreements with clinical partner agencies



10. Theft of property
11. Rudeness, disruptive behavior, and/or lack of professional decorum in the classroom, online educational platforms, clinical practicum, and all communication/interaction settings that include, but are not limited to, face-to-face meetings, postal mailings, email, text messaging, facsimile (fax), social media, and video/audio recordings; This includes a pattern of late arrivals to class/clinical site or repetitive absences from class, clinical, and online platforms
12. Unprofessional or inappropriate dress in the classroom, clinical practicum, clinical or simulation laboratory, and Department of Athletic Training and/or University functions; This includes failure to wear ID badge in clinical areas
13. A pattern of late/incomplete work in your academic/clinical classes

**Suspected violations of standards for professional behavior:**

1. Students suspected of violating the JSU MAT Professional Behavior will be notified verbally and in writing by the program director using Master's in Athletic Training Forms related to policies and procedures presented in the course syllabi. After the suspected violation, a meeting will occur with the program director and/or any involved faculty/staff and a plan of action will be implemented. If this plan is not followed per the guidelines listed, the suspected student may be dismissed from the program. A pattern of unprofessional behavior will not be tolerated.
2. The student has the right to seek advice from his/her Academic Advisor, Program Director, or the Director of Student Services for their own program.
3. The student may admit the offense or refute it and offer written evidence supporting the denial. Written evidence must be provided within three (3) working days. Faculty will employ diligence in assuring due process.
4. Faculty will consider the nature of the offense; evidence presented by the student and make a decision regarding consequences.
5. Consequences for students found guilty of violation of the Standards for Professional Behavior may include, but are not limited to additional assignments, zero credit for an assignment, failure of course, or dismissal from program.
6. Should the student wish to appeal the faculty decision, the student should follow the 'Student Appeal And/Or Grievance Procedure' as outlined in the student handbook.

**Standards for professional behavior agreement:**

The students and faculty/staff of the Master's in Athletic Training Program recognize that professionalism is a fundamental value of the athletic training profession and this University community as evidenced by the Standards for Professional Behavior. Students and faculty/staff at the Master's in Athletic Training Program commit to holding themselves and their peers to the high standard of honor required by the Standards for Professional Behavior. Any individual who becomes aware of a violation of the Standards for Professional Behavior is bound by honor to take corrective action.

We, the members of the Master's in Athletic Training Program, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

I have read and understand the Standards for Professional Behavior. I hereby pledge that I will maintain the highest level of professionalism in all settings of which I am representing the Master's in Athletic Training Program.

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this scholars' code policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

## **TECHNICAL STANDARDS**

The Master's in Athletic Training Program at Jacksonville State University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Master's in Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency CAATE. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. The following abilities and expectations must be met by all athletic training students, with or without reasonable accommodation, the student will not be admitted into the program:

Candidates for selection to the Master's in Athletic Training Program must demonstrate:

- 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 and materials during the assessment and treatment of patients;
- 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 the competent professional practice;
- the ability to record the physical examination results and a treatment plan clearly and accurately;
- the capacity to maintain composure and continue to function well during periods of high stress;
- the perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced;
- flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
- affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for the selection of the Master's in Athletic Training Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Disability Support Services, 209 Houston Cole Library, (256) 782-8380 will evaluate a student who states they could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states they meet the technical standards with accommodation, then they University will determine whether it agrees that the student can meet the technical standards with reasonable accommodations; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodations would jeopardize clinician/patient safety, or the educational process of the student or the situation, including all coursework, clinical experiences and internships deemed essential to graduation. Please see the following link for more information: <https://www.jsu.edu/disabilityresources/>.

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I certify that I have read and understand the technical standards for the selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards, I will not be admitted into the Athletic Training Program.

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

*Alternative statement for students requesting accommodations:*

I certify that I have read and understand the technical standard of selection 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 Student Disability Services 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 Athletic Training Program.

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**PLAN OF STUDY**

**Master's in Athletic Training Two-Year Plan beginning in **Fall Semester:****

<b>Fall 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
AT 512 Foundational Concepts of Athletic Training	3	AT 536 Clinical Education II	2	AT 513 Emergency Care	3
AT 526 Clinical Education I	2	HPE 539 Diet and Performance (Course delivered online)	3	AT 517 Physical Exam I	3
AT 542 Evidence-Based Practice: Implications in Athletic Training (Course delivered online)	2	AT 553 Athletic Training Ethics & Administration	3	AT 518 Physical Exam I Lab	1
AT 550 Medical Conditions	3			AT 515 Therapeutic Interventions I	2
<b>Semester Total</b>	<b>10</b>		<b>8</b>		<b>9</b>
<b>Year 1 Total</b>					<b>27</b>
<b>Fall 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
AT 546 Clinical Education III (IMMERSION 1)	3	AT 556 Clinical Education IV (IMMERSION 2)	3	AT 566 Clinical Education V	1
HPE 590 Directed Studies	3	PH 530 Research Design	3	AT 562 Health Promotions & Wellness (Course delivered online)	2
AT 527 Physical Exam	3	AT 537 Physical Exam	3	HPE 537 Diversity Issues & Trends in Sport Studies (Course delivered online)	3
AT 528 Physical Exam Lab	1	AT 538 Physical Exam Lab	1	AT 523 Medical Documentation and Informatics	2
AT 525 Therapeutic Interventions	2	AT 535 Therapeutic Interventions	2		
<b>Semester Total</b>	<b>12</b>		<b>12</b>		<b>8</b>
<b>Year 2 Total</b>					<b>32</b>
<b>Total</b>					<b>59</b>

**Master's in Athletic Training Two-Year Plan beginning in Summer Semester:**

<b>Summer 1</b>		<b>Fall 1</b>		<b>Spring 1</b>	
AT 512 Foundational Concepts of Athletic Training	3	AT 526 Clinical Education I	2	AT 536 Clinical Education II	2
AT 513 Emergency Care	3	AT 527 Physical Exam	3	PH 530 Research Design	3
AT 517 Physical Exam I	3	AT 528 Physical Exam Lab	1	AT 537 Physical Exam	3
AT 518 Physical Exam I Lab	1	AT 525 Therapeutic Interventions	2	AT 538 Physical Exam Lab	1
AT 515 Therapeutic Interventions I	2	AT 553 Athletic Training Ethics & Administration	3	AT 535 Therapeutic Interventions	2
<b>Semester Total</b>	<b>12</b>		<b>11</b>		<b>11</b>
<b>Year 1 Total</b>					<b>34</b>
<b>Summer 2</b>		<b>Fall 2</b>		<b>Spring 2</b>	
AT 566 Clinical Education V	1	AT 546 Clinical Education IV (IMMERSION 1)	3	AT 556 Clinical Education IV (IMMERSION 2)	3
AT 562 Health Promotions & Wellness (Course delivered online)	2	HPE 590 Directed Studies	3	HPE 539 Diet and Performance (Course delivered online)	3
HPE 537 Diversity Issues & Trends in Sport Studies (Course delivered online)	3	AT 550 Medical Conditions	3		
AT 523 Medical Documentation and Informatics	2	AT 542 Evidence-Based Practice: Implications in Athletic Training (Course delivered online)	2		
<b>Semester Total</b>	<b>8</b>		<b>11</b>		<b>6</b>
<b>Year 2 Total</b>					<b>25</b>
<b>Total</b>					<b>59</b>

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*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this plan of study policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**RELEASE OF INFORMATION POLICY**

I, \_\_\_\_\_, hereby give Jacksonville State University Master's in Athletic Training Program Faculty/Staff to view my personal academic records. I understand that this information will be used for the sole purpose to verify eligibility for admission into the Master's in Athletic Training Program.

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this confidentiality policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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



**CONFIDENTIALITY STATEMENT - HIPAA AGREEMENT**

Consistent with the Board of Certification for Athletic Training, Code of Professional Responsibility for the Athletic Trainer (BOC 1.4) which states that an individual must “maintain the confidentiality of patient information in accordance with applicable law” and the National Athletic Trainers’ Association Code of Ethics (NATA 1.3) which states that “members shall preserve the confidentiality of privileged information, and shall not release such information to a third party not involved in the patient’s care without a release unless required by law”.

**Health Insurance Portability and Accountability Act (HIPAA) - 1996**

HIPAA is the acronym for the Health Insurance Portability and Accountability Act that was passed by Congress in 1996. HIPAA does the following:

- Provides the ability to transfer and continue health insurance coverage for millions of American workers and their families when they change or lose their jobs;
- Reduces health care fraud and abuse;
- Mandates industry-wide standards for health care information on electronic billing and other processes; and
- Requires the protection and confidential handling of protected health information

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this HIPAA agreement policy.*

\_\_\_\_\_  
Master’s in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master’s in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master’s in Athletic Training Program Director Signature

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

**POLICY REGARDING CONFIDENTIAL INFORMATION & PRIVACY**

The student will use confidential information only as needed to perform the duties as a student in the Master's in Athletic Training Program. This means, among other things, that:

- The athletic training student will only access confidential information for which the student has a need to know.
- The athletic training student will respect the confidentiality of any verbal communication or reports printed from any information system containing patient's/client's information and handle, store and dispose of these reports appropriately at the University and associated clinical agency.
- The athletic training student will not in any way divulge, copy, release, loan, alter, or destroy any confidential information except as properly authorized within the scope of all professional activities.
- The athletic training student will carefully protect all confidential information. The student will take every precaution so that the patient/client, their families, or other persons do not overhear conversations concerning patient/client care or have the opportunity to view client/patient records.
- The athletic training student will comply with all policies and procedures and other rules of the University and associated agencies relating to confidentiality of information and access codes.
- The athletic training student will understand that the information accessed through all clinical information systems agencies contains sensitive and confidential patient/client care, business, financial and hospital employee information that should only be disclosed to those authorized to receive it.
- The athletic training student will not knowingly include or cause to be included in any record or report of false, inaccurate, or misleading entry.

The student will understand that violation of this Confidentiality Information & Privacy Agreement may result in disciplinary and legal action with fines.

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this confidential information & privacy policy.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**STUDENT EDUCATIONAL RIGHTS – FERPA**

**Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

By law, grades are considered proprietary information. Thus, your advisor/faculty/staff member **cannot** discuss grades with anyone other than the student. This includes family members, friends, or other students. Additionally, FERPA applies to personally identifiable information in educational records. Educational records are all records that contain information that is directly related to a student and that are maintained by an educational agency or institution or by a party acting on its behalf.

At Jacksonville University, FERPA rights apply to a student; a student is a person who is, or has been, in attendance at the institution, regardless of the person's age. In order to better serve you and your educational progress, the Master's in Athletic Training Program Director and Coordinator of Clinical Education will work in conjunction with you to ensure your academic progress; therefore, it is important that you sign a waiver allowing the AT Program faculty the ability to discuss your progress both in the classroom and in your field experiences.

Under FERPA, a student has a right to:

- inspect and review their educational records
- request to amend their educational records
- have some control over the disclosure of information from their educational records

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this student educational rights - FERPA policy.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**PERSONAL & PROFESSIONAL RELATIONSHIPS POLICY**

The field of athletic training is a healthcare profession which involves caring, concern, discipline, and self-awareness. The athletic training student should be aware of the potential problems with social relationships that may exist with an athlete/patient/client or fellow athletic training student.

An amorous or social relationship between an athletic training student and an athlete/patient/client or fellow athletic training student may impair or undermine the ongoing trust needed for provision of effective athletic training knowledge, skills, and behaviors. Clinically, because of the athletic training student's role and influence over the athlete/patient/client, inherently conflicting interests and perceptions of unfair advantage can arise when an athletic training student assumes or maintains medical responsibility for an athlete/patient/client. Furthermore, in the event that there is a personal relationship between one athletic training student and another, such a relationship can interfere with the ability of those students to provide quality patient care, as well as act professionally as a representative of the Master's in Athletic Training Program.

Therefore, it is the policy of the Jacksonville State University's Master's in Athletic Training Program that each athletic training student who has medical responsibilities for athletes/patients/clients shall not assume or maintain medical responsibility for an athlete/patient/client with whom the athletic training student has engaged in amorous or social relations, even if such relations were consensual. In addition, athletic training students who are in a relationship will not be placed in a clinical education assignment together. If such amorous or social relationships predate the assumption of medical responsibility with an athlete/patient/client or between athletic training students, the athletic training student **must immediately** disclose the amorous or social relationship to the Master's in Athletic Training Program Director and/or Coordinator of Clinical Education, who shall promptly arrange other clinical education assignment(s) for the athletic training student(s).

Violating this policy must be reported to the Master's in Athletic Training Program Director, who will then forward the violations to the Master's in Athletic Training Program Selection and Retention Committee. The Selection and Retention Committee will review alleged violations of this policy. Violations of the policy may result in sanctions applied to the athletic training student that include but are not limited to suspension or dismissal from the Master's in Athletic Training Program.

**Athletic training students and staff certified athletic trainers:**

- The staff athletic trainer is the ultimate authority in the athletic training facility
- The staff athletic trainers' orders/requests are to be carried out as promptly as possible and not to be passed to subordinates
- It is perfectly acceptable to ask questions of a staff athletic trainer about anything pertinent. Do not challenge in front of patients/athletes
- If there are any grievances, they are to be directed to the staff athletic trainer first or to the Head Athletic Trainer or Director of Athletic Training & Sports Medicine where the appropriate course of action will be decided upon
- The Graduate Assistant Athletic Trainers are members of the staff as well

**Athletic training students and team physicians:**

- The medical director or team physician(s) are the ultimate medical authority at the University
- Always follow the physician's directions explicitly
- Referral to the team physician(s) during clinic can only be made upon request along with the staff athletic trainers
- If you are present when an athlete is being examined by a team physician, present the case to the physician including sport, history, the details of the injury, and your impressions
- Whenever you are accompanying an athlete/patient to an on-site visit with a physician, always accompany the athlete/patient into the examination, be attentive, and be able to inform the athletic training staff on the status of the athlete/patient or their injury
- Remember, these physician(s) are extremely busy, they may run behind schedule or seem abrupt at times, but they are vital to the performance of our jobs and should be treated with respect at all times

**Athletic training students and coaches:**

- The Head Athletic Trainer, Athletic Trainer(s) and Graduate Assistant Athletic Trainers are ultimately responsible for reporting injuries or the status of athletes/patients to the respective coach
- If a coach asks you a question about an athlete or their injury, answer it to the best of your knowledge, do not speculate. If a question still remains, refer the coach to the staff athletic trainer
- If you are assigned to provide athletic training services for teams you are responsible for reporting injuries, status, pending and/or missed medical appointments, and rehabilitation progress of your athletes to your coach under the supervision of a staff athletic trainer
- Adhere to the coach's rules as though you were a member of the team; avoid giving the appearance of having special privileges
- Injury reports are to be made to the coaches at least two hours prior to practice time.
- As an athletic trainer, you are the communication link between the physician and the coach

**Athletic training students to athletes:**

- Treat each and every athlete the same, with respect
- Do not discuss an athlete's injury with another athlete, friend, etc.
- Refer the athlete to a staff athletic trainer if they have a question that you cannot answer
- Avoid close personal relationships with athletes in season; it could put you in a compromising situation
- If any problems arise with an athlete, refer the problem to a staff athletic trainer or the athlete's coach
- Do not provide an alibi for athletes or special favors
- All athletes are to be taped and/or completely treated a minimum of 20 minutes prior to the start of practice or competition

**Athletic training student and athletic training student:**

- Treat one another with respect and with a professional attitude
- Share the work as assigned, always do your part
- Be fair with those students around you
- Be constructive in your criticism, helpful in your comments
- Refer confrontations and problems to a staff athletic trainer
- Always attempt to challenge each other to grow in skill and knowledge attainment

**Athletic training student and the public and media:**

- Accept their attention, graciously, and do not seek it out
- Present yourself with conduct and manner as a healthcare professional
- Be courteous
- Refrain from arguments regarding athletes, athletics, coaches, or teams
- Do not be the "inside source" for your friends or the media
- Avoid making statements concerning the status of an injured athlete; refer them to one of the staff athletic trainers
- Remember your first responsibilities are to your athletic training duties
- Conversations with friends or favors for others have to wait

**Athletic training students and salespersons or vendors:**

- You are more than welcome to listen to sales pitches made to staff athletic trainers and to ask questions, but refrain from talking "business"
- Do not accept free samples, unless instructed to by a staff athletic trainer
- Make no commitments, endorse no products, and do not sign anything
- Do not allow yourself to be photographed using a product that can be identified or used as advertisement

**Athletic training students and the athletic director(s):**

- The athletic director has the ultimate responsibility for all aspects of the athletic program and reports directly to the University president
- If the athletic director asks you a question about an athlete or their injury answer it to the best of your knowledge, do not speculate. If a question still remains, refer the athletic director to the staff athletic trainer

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this personal & professional relationships policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**ELECTRONIC COMMUNICATION POLICY**

**Purpose of this policy:**

There is an ever-increasing reliance on electronic forms of communication (e.g. email, text) among faculty, staff, and students at Jacksonville State University. Due to the importance of these types of communication, *electronic communication is considered one of the official forms of communication at the University*. This policy ensures that students will have access to a university e-mail account, outlines the student's responsibilities in having such an account, and establishes expectations for electronic communication between faculty/staff and athletic training students for educational purposes and between the University and students for university business purposes.

**Assignment of student e-mail:**

The University will automatically assign each student a University e-mail address at the time of first enrollment. All student e-mail accounts should be password-protected. As indicated in the University's Information Technology security website (<http://www.jsu.edu/it/>), ensuring the privacy and security of e-mail accounts and e-mail correspondence depends on the appropriate use and protection of user IDs and passwords. Students should read and be familiar with this policy. This e-mail address will be in effect during the student's academic career. All uses of electronic communication for official communication should be consistent with the Family Educational Rights and Privacy Act (FERPA), and in cases where athlete/patient/client care is being discussed, *Health Insurance Portability and Accountability Act (HIPAA) compliance must be maintained at all times*.

**Communication with athletic training students:**

Master's in Athletic Training Program faculty, staff, and preceptors determine how electronic communication will be used in their classes/clinical education and should specify electronic communication requirements and expectations in course syllabi and during clinical education assignments. The Master's in Athletic Training Program's official use of program-related electronic communication will occur through email.

**Student use of and responsibilities associated with university e-mail:**

Students are expected to check their official e-mail accounts on a frequent, ongoing, and consistent basis in order to receive Master's in Athletic Training Program, Departmental, and University communications in a timely manner. It is expected that athletic training students check their e-mail at least three times per day (morning, noon, and evening). It is the student's responsibility to report any problems with e-mail accounts to information technology services.

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this electronic communication policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

## **SOCIAL MEDIA POLICY**

### **Be truthful about who you are:**

Post as an individual, not as a representative of Jacksonville State University or the Master's in Athletic Training Program. You may denote that you are a student of the Jacksonville State University but, unless given specific authority to do so, may not state that you speak on behalf of, or for, the Master's in Athletic Training Program or the University.

### **Never post under an assumed or stolen name:**

Use your real name when posting. Using an "undercover" alias or someone else's profile to keep yourself hidden in order to make inflammatory statements is not a good practice and shows that you do not want to stand behind your statements.

### **Be civil:**

Discussions, even heated discussions, need not degrade into name calling laced with profanity. Postings using such language or posting defamatory messages reflect poorly on the messenger and can be harmful to the recipient.

### **Exercise good judgment in what you post:**

Once your words or images are posted to a social media site or service, they can be passed around from person to person *ad infinitum* and will last forever. Before you post something, make sure it will not have negative repercussions.

### **Respect confidentiality:**

Once posted, there is no such thing as confidentiality. The best policy is to not post anything you believe is to be held in confidence.

### **Be aware of your words and the law:**

Slander and libel (false or unjustified injury of the good reputation of another in speech or in writing) laws extend to the Internet as well as into the social networks, as do a myriad of laws covering divulged trade secrets, medical information, and other legal matters. Err on the side of caution if you are uncertain of legal ramifications.

### **Be professional:**

Athletic training students should avoid making even generic negative statements about the institution, its students, or other groups of employees.

### **Photography/copyright:**

Copyright protection of personal images, text and other intellectual property extends to the Internet and must be respected. Just because an item is easy to download and repost, does not mean that it should be done. As a rule of thumb, to avoid any copyright infringement, ask and receive permission before reposting any image or text found on the Internet or create the image or text yourself.



JSU - Master's in Athletic Training Handbook

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this social media policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**ATTENDANCE, ATHLETIC PARTICIPATION, & OUTSIDE EMPLOYMENT POLICY**

The faculty feels that these athletic training courses, combined with clinical education and experience, are vital to the overall success of students in the Master's in Athletic Training Program. Similar to all graduate-level medical education professional programs, the Master's in Athletic Training Program requires daily attendance in all classroom (lecture/lab) and clinical education assignments. Therefore, all athletic training students will be required to attend and be actively involved in all athletic training courses.

If an athletic training student engages in outside employment, they may not at any time represent the Master's in Athletic Training Program at Jacksonville State University. Furthermore, outside employment cannot interfere with any classroom (lecture/lab) or clinical education assignments. In addition, exceptions could be made for first year students who only participate in a fall sport, as there are no clinical responsibilities. Special circumstances can be made on an individual basis. Course assignments, exams, and/or clinical education assignments will not be scheduled around the athletic training student's outside employment obligations.

Because of the time obligations associated with the Master's in Athletic Training Program, it is highly recommended that athletic training student's do not have outside employment, athletic participation, or other commitments that interfere with academic or clinical education obligations as a student in the Master's in Athletic Training Program.

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this attendance, athletic participation, and outside employment policy.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**INCLEMENT WEATHER POLICY**

Inclement weather (e.g. flooding, snow, ice, severe thunderstorm, tornado, etc.) can create hazards for the athletic training student specific to traveling to campus and/or clinical education sites. The safety of the athletic training student is at all times a priority of the Master's in Athletic Training Program, and at no time will clinical education assignment attendance be expected during times of impending inclement weather. To stay up to date as to the campus' status specific to impending weather, it is imperative that everyone involved has their campus emergency information updated.

Master's in Athletic Training Program has developed the following policy for athletic training students and assigned Master's in Athletic Training Program preceptors to assist all parties specific to clinical education during times of evident or approaching inclement weather:

- Communication is key for keeping all involved parties aware of your situation. Ensure that upon starting a new clinical education assignment you have both emailed and called your assigned preceptor, as well as updating the Coordinator of Clinical Education of your actions.
- Campus/Site Closure: During those times that Jacksonville State University Campus or off-campus site is closed due to inclement weather, athletic training students will be excused from that day's clinical education assignment. In the event that the campus/site opens late and/or closes early due to inclement weather, it is expected that the athletic training student communicate with their assigned preceptor, Coordinator of Clinical Education, and Program Director to discuss concerns specific to travel. Specific areas to discuss include inclement weather in your part of town that may not affect Jacksonville State University campus or off-campus clinical site itself.
- Non-campus closure: In the event that inclement weather is occurring or is approaching and the Jacksonville State University's campus does not intend to close, it is expected that the athletic training student make a reasonable attempt to attend that day's clinical education assignment, including the possibility of arriving as a result of allowing the inclement weather to pass. However, if the athletic training student feels that inclement weather may exist specific to travel to or from campus, it is expected that the athletic training student contact the preceptor, Coordinator of Clinical Education, and Program Director via email or phone as early as possible to communicate any potential travel issues.
- It is the Master's in Athletic Training Program policy that no student be punished for missing a clinical education assignment as a direct result of existing or approaching inclement weather. When possible, the Master's in Athletic Training Program will send out prior communications and updates specific to an impending weather situation. We ask that our preceptors use good judgment specific to expectations of the athletic training student during times of inclement weather and cover these expectations with the athletic training student at the beginning of the clinical education assignment.

JSU - Master's in Athletic Training Handbook

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this inclement weather policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**DRUG TESTING, CRIMINAL BACKGROUND CHECK, HEALTH PHYSICAL, & IMMUNIZATIONS POLICY**

*CHPW Impairment and Substance Abuse Testing Policy*

**I. Philosophy**

Jacksonville State University (JSU) CHPW is committed to maintaining a drug-free workplace and academic environment. In compliance with Federal law, the University has adopted a University Drug-Free Workplace Policy that prohibits the illegal manufacture, distribution, dispensing, possession, or use of a controlled substance. All CHPW students, faculty, and staff must become familiar with and comply with this university-wide policy, which applies to behavior that not only occurs on the University campus but also on property owned or controlled by the University and/or a University-sponsored or University-supervised activity at other locations. The JSU CHPW Impairment and Substance Abuse Testing Policy, as described below, is intended to compliment the University's Drug-Free Workplace Policy. This policy applies to CHPW students, faculty, staff, and adjuncts at any time and in any location while in a role affiliated with JSU.

**II. Purpose**

For obvious health and safety concerns, CHPW students, faculty, staff, and adjuncts must conduct health care and educational activities fully in control of their manual dexterity and skills, mental facilities, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of CHPW students, faculty, staff, and adjuncts in a health care setting, poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. The CHPW recognizes its responsibility to provide a safe, efficient academic environment for students, faculty, staff, adjuncts and to cooperate with clinical agencies in providing for the safe and effective care of their patients during CHPW students' clinical experiences in their facilities. Therefore, the following policy has been adopted to:

1. Prevent substance abuse and/or activities or behaviors a) that are prohibited by the University's Drug-Free Workplace Policy, state or federal laws or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the CHPW educational programs are conducted.
2. Cooperate with affiliating clinical agencies by requiring CHPW faculty, staff, adjuncts reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student, faculty, staff, or adjuncts in accordance with their policies, and b) to disclose any drug testing results to appropriate CHPW officials; and
3. Require all students enrolled in clinical courses in the CHPW to submit to pre-clinical testing, random testing, and mandatory drug testing based upon reasonable suspicion of substance abuse.
4. Require all faculty, staff, and adjuncts employed in the CHPW to submit to pre-employment testing, random testing, and mandatory drug testing based upon reasonable suspicion of substance abuse.

### **III. Definitions of Terms Used in Policy**

Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol.

1. Pre-clinical testing means that all students will be tested prior to engaging in any clinical activity and/or patient care.

2. Pre-employment testing means that all faculty, staff, and adjuncts will be tested prior to employment in the CHPW.

3. Random testing means that CHPW students, faculty, staff, and adjuncts will be arbitrarily selected for drug testing using a computerized system. This testing can occur at any time during employment or enrollment in upper division of the BSN, Respiratory Therapy, Kinesiology or Graduate Programs.

4. Reasonable suspicion testing means that evidence exists which forms a reasonable basis for concluding that it is more likely than not that a student, faculty, staff, or adjunct has engaged in substance abuse. Facts which could give rise to reasonable suspicion include but are not limited to the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

Impaired means that a person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor, and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

CHPW student means any individual formally enrolled in a program within the College of Health Professions and Wellness. Faculty means any person employed in the faculty role in the CHPW. Adjuncts are employed full or part time by the CHPW to supervise students in educational or clinical settings. Substance abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any CHPW-related course or clinical training activity; (b) the consumption, possession, or distribution of alcohol, unless approved by the University or clinical agency, by any CHPW student, faculty, staff, or adjuncts while on University or affiliated clinical site premises or while participating in any University-or affiliated clinical site-sponsored or related activity, including any CHPW-related course or clinical training activity; and (c) a student, faculty, staff, or adjuncts' use of alcohol or any drug in such a way that the their performance in any CHPW course, including activities at any clinical site, is impaired.

#### **IV. Policy Requirements**

##### **A. Drug and Alcohol Prohibitions and Duty to Notify of Drug/Alcohol Convictions**

1. Substance abuse as defined in this policy, or a violation of any term of the Jacksonville State University Drug-Free Workplace Policy while engaged in any University affiliated experience is strictly prohibited. All students, faculty, staff, and adjuncts in the CHPW courses or programs are required to abide by these rules when reporting to CHPW-related courses and clinical experiences and while at affiliating clinical agencies (including parking lots and grounds).

2. Under no circumstance should CHPW students, faculty, staff, or adjuncts participate in CHPW educational courses or clinical activities while they are impaired.

3. CHPW students who violate these rules will be deemed to be unable to meet the essential qualifications/functions of the CHPW curriculum. CHPW students determined to have violated these prohibitions shall be dismissed from the CHPW.

4. A violation by any CHPW student of any state or federal statute, or regulation established pursuant to such statute, pertaining to the manufacture, improper possession, sale, use, or distribution of a drug or alcohol is strictly prohibited. Any such violation must be reported to the Dean of the CHPW within five days. Such violation, if substantiated, will result in disciplinary action up to and including student's dismissal from the CHPW. A CHPW student who fails to notify the Dean of the CHPW within five days of an administrative action or legal conviction for any such violation shall result in dismissal from the CHPW.

5. Faculty, staff, or adjuncts determined to have violated these prohibitions shall result in termination from the CHPW.

**B. Student, Faculty, Staff, and Adjuncts' Agreement to Submit to Drug Testing and to Consent to Release of Test Results to Dean of the College of Health Professions and Wellness.**

1. The student, faculty, staff, and adjuncts must agree to submit to drug testing prior to being assigned to an affiliating agency, for random testing, and for reasonable suspicion. The individual shall sign a consent: a) to abide by the drug/alcohol policies and drug testing policies of each affiliating clinical agency in which a student is assigned; b) to submit to any drug/alcohol testing (random or reasonable suspicion) required by the CHPW and/or the affiliating clinical agency; and c) to release a copy of any and all drug/alcohol test results to the Dean of the CHPW (see Attachment A for consent). Failure to sign such consent shall be grounds for non-placement at an affiliating clinical agency and shall result in dismissal from the program in the case of the student or termination in the case of full or part time faculty, staff, or adjuncts.

2. A CHPW student, faculty, staff, or adjuncts failure to submit to a required drug testing, or attempting to tamper with, contaminate, or switch a sample shall result in dismissal from the CHPW.

3. The cost of all drug/alcohol testing required shall be borne by the person or individual depending on what term we want to use being tested.

**V. Procedures for Drug Testing Requested by the CHPW**

**A. Procedure for Pre-Clinical/Pre-Employment Drug Testing Requested by the CHPW**

1. Drug testing for CHPW students in the first semester will be arranged by the CHPW faculty, staff, and adjuncts. The cost of this drug testing will be assumed by the student.

2. Drug testing for pre-clinical for CHPW students will be arranged by the student but must be conducted in a qualified laboratory setting. The cost of this drug testing will be assumed by the student. The student will be provided a list of specific drugs for testing by the Director of the Graduate School.

3. Drug testing for pre-employment for faculty, staff, and adjuncts will be arranged by the faculty, staff, or adjuncts. The cost of this drug testing will be assumed by the employee. The faculty, staff, and adjuncts will provide a copy of the drug test to the Dean of CHPW.

**B. Procedure for Random Drug Testing Requested by the CHPW**

1. Drug testing for random drug testing will be arranged by the CHPW. The cost of this drug testing will be assumed by the CHPW student. Any "non-negative" screening that requires additional testing will be paid by the individual. Failure to comply with all aspects of random testing will result in dismissal from the program or termination of employment with the CHPW.

2. Students will be arbitrarily selected for random drug testing using a computerized system (depending on program). Random drug testing can occur at any time. The individuals will be notified by faculty, staff, or adjuncts if his/her name is selected and will be required to report immediately for testing as directed.



### **C. Procedure for Reasonable Suspicion Drug Testing Requested by the CHPW**

1. Any CHPW student, faculty, staff, or adjuncts who demonstrates behavioral changes reasonably suspected to be related to substance abuse as defined herein will be subjected to testing. A decision to drug test based on reasonable suspicion of substance abuse may be made by a faculty, staff, or adjuncts and/or the clinical agency. The CHPW student, faculty, staff, or adjuncts' request to drug test will be documented (see Attachment B) and may be based on a variety of factors, including but not limited to: a. observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug. b. erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, or deterioration of work or academic performance. c. information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional. d. substance abuse-related conviction by a court or being found guilty of a substance abuse-related offense in another administrative or quasi-legal proceeding.

2. Drug testing for reasonable suspicion will be arranged by the CHPW, unless done in cooperation with the affiliating clinical agency. The cost of this drug testing will be assumed by the individual being tested.

### **D. Collection and verification process**

1. Drug testing will be conducted by a certified collector in accordance with established methods and procedures. Confidentiality of the student, faculty, staff, and adjuncts, as well as the validity of the sample, will be protected by the testing facility. The procedure for collection as determined by the collection site, will involve a urine sample, securable urine containers, and chain of custody procedures. This procedure ensures that the samples identified to a student, faculty, staff, and adjuncts actually contain materials from that individual, that the samples are protected from tampering, and that the analysis of them is done in accordance with federal guidelines.

2. The test shall screen for the use of drugs whose use is either illegal, or which are prone to abuse (including alcohol), as determined at the discretion of the Medical Review Officer of the testing facility, training hospital, CHPW or for the use of any drugs which are reasonably suspected of being abused or used by the CHPW student, faculty, staff, or adjuncts.

3. Non-negative test results will be confirmed by additional testing. If the test is positive, the entirety of the relevant available evidence, including health history, will be used to determine the presence or absence of substance abuse.

4. The Medical Review Officer will notify a CHPW student, faculty, staff, or adjunct who has a non-negative drug test. If the results of the individual's test confirm the presence of a prescribed drug (verified negative) the person will be required to obtain a written statement from the prescribing physician or a Substance Abuse Professional (at the discretion of the CHPW) stating that the drug level is within prescribed limits and that the level does not indicate abuse. The prescribing physician or a Substance Abuse Professional must indicate that the drug will not interfere with safe practice in the clinical area. The Medical Review Officer will determine the final status of the drug test. Positive test results shall be communicated to the Dean and documented in the CHPW students, faculty, staff, and adjuncts records in the CHPW. A positive substance abuse test shall result in dismissal from the program or termination from the CHPW.

5. Failure to submit to any form of required drug testing (pre-employment/preclinical/random/reasonable suspicion) shall result in dismissal from the program or termination from the CHPW.

**VI. Confidentiality**

All drug testing results will be treated by the CHPW as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate college officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the CHPW student, faculty, staff, or adjunct has consented in writing to the release of the information. The CHPW and the University shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by a CHPW student, faculty, staff, or adjunct by his/her personal representative, in any court of law or with any state or federal administrative agency.

**VII. Appeal Process**

A CHPW student may appeal the Department's decision to dismiss or not re-admit a student through the established Student Grievance Procedure. Used with permission from The University of Alabama Capstone College of Nursing, and the Substance Abuse Policy/Drug/Alcohol Testing Policy.

**Attachment A**

**CHPW Consent to and Permission for Drug Screening for CHPW Students, Faculty, Staff, and Adjuncts**

I have read, understand, and agree to abide by the impairment and substance abuse testing policy guidelines. I understand that failure to submit to drug screening will result in dismissal from the CHPW program or termination of employment with the CHPW. I understand that a positive drug screen will result in dismissal from the CHPW program or termination of employment with the CHPW. I understand that results of my drug screen may be released to clinical agencies. I hereby release the designated testing agency and its director, Jacksonville State University, and faculty, staff, and adjuncts of the CHPW from any claim in connection with the drug screening guidelines. I understand that in the event any legal action is taken as a result of the drug screening guidelines, confidentiality may no longer be maintained.

\_\_\_\_\_  
Student or Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

This form will be maintained by the CHPW and will be disclosed to appropriate clinical agencies upon their request.

**Attachment B**

**CHPW Report of Reasonable Suspicion of Drug/Alcohol Use**

To be completed by the CHPW student, faculty, staff, or adjunct member observing suspected substance abuse.

1. Name of CHPW student, faculty, staff, or adjuncts suspected of substance abuse as defined in policy.

2. Reasons why you suspect the student, faculty, staff, or adjuncts of substance abuse. (Be as specific as possible, including times and dates when incidents occurred or unusual behavior was observed, the identity of any particular substance suspected of abuse, if known, and the names and whereabouts of those witnessing the incidents/behavior.) [Staple additional comments/observations to this document]

NOTE: Some types of information that should be documented if observed or known includes: speech (normal, incoherent, confused, change in speech, slurred, rambling, shouting, using profanity, slow); coordination (normal, swaying, staggering, lack of coordination, grasping for support); performance (unfair practices, unsatisfactory work); alertness (change in alertness, sleepy, confused); demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic); eyes (bloodshot, dilated); clothing (dirty, disheveled); odor of alcohol on breath); other observed actions or behaviors; unexplained absences or tardiness; whether student, faculty, staff, or adjuncts was found with drugs/alcohol or admitted to use of drugs/alcohol; whether other students, faculty, staff, or adjuncts have complained of the behavior and if so a list of witnesses to the behavior.

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3. Based on the information above, it is my opinion that there is reasonable suspicion to believe that this student, faculty, staff or adjuncts has engaged in substance abuse as defined in the CHPW Impairment and Substance Abuse Testing Policy:

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Signature of Faculty/Staff Member Approving Drug Test

---

Date

Time

---

Printed Name and Title of Faculty/Staff Member:

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Printed Name and Signature of Student:

To be completed by the CHPW student, faculty, staff, or adjuncts to be tested (optional):

Are you taking any medications, or is there any other information you believe might explain your behavior or assist the Medical Review Officer and/or prescribing physician interpreting your test?

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The original of this form should be given to the CHPW Dean for inclusion in the CHPW student, faculty, staff, or adjuncts' confidential records. It may be disclosed on a "need to know" basis to clinical agencies and/or testing facilities.

Athletic training students will be engaged in clinical education working with various populations of patients/clients. Consistent with protocols of healthcare facilities, athletic training students will undergo both a drug test and a criminal background check administered by RMC/JSU Health Center and PSI ([www.psibackgroundcheck.com](http://www.psibackgroundcheck.com)), prior to the beginning of clinical education, during orientation before the start of each academic year. The cost of the criminal background check will be the responsibility of the student (\$53). The cost of the orientation and random drug screenings will be free of charge for athletic training student. If an athletic training student has a positive test at any time during their studies, will be at the responsibility of the athletic training student. For more information, please visit the following link: [www.psibackgroundcheck.com](http://www.psibackgroundcheck.com).

All athletic training students must have a physical examination with immunization records by a MD/DO prior to starting clinical education. Information regarding immunization policies at Jacksonville State University is available at the University RMC/JSU Health Center web site: <http://www.jsu.edu/studenthealth/forms.html> and <http://www.jsu.edu/studenthealth/>. The physical exam includes a medical history and a review of technical standards and immunization records. Athletic training students have an option of completing their physical examination with their family physician or with one of JSU's physicians. If athletic training students choose to have a family physician complete the physical, they must submit the completed form to the program director.

All students admitted to JSU for the first time must meet the JSU Immunization Requirements and submit proof of immunization via medproctor.com.

- MMR -Measles, Mumps, Rubella - Students born after 1956 -2 doses of MMR at least 28 days apart after 12 months of age OR a copy of a lab report showing proof of immunity from measles (rubeola), mumps, and rubella can be submitted in lieu of the vaccine
- Varicella – (Chickenpox/Shingles)– Students born after 1979- 2 doses of Varicella vaccine at least 28 days apart OR healthcare provider documented history with the date of the disease OR (or documented history of chicken pox by provider)
- Hepatitis B - Three doses are required for all students or a blood test showing immunity. All students will be required to have all three doses of the hepatitis B vaccine as outlined in the following schedule. The second dose should be at least 28 days after the first dose and the third dose at least 16 weeks after first dose and at least 8 weeks after the second dose. If there is no time to complete a series before enrollment, an appointment may be made at the SHC when the next dose of vaccine is due.
- Tuberculosis Screening: All students are required to complete the Tuberculosis Screening questions. Further tuberculosis testing may be required based upon information received from the screening

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questions. Students who are screened and found to have a positive screening test will not be permitted to attend classes until follow-up testing determines there is no active Tuberculosis disease. All TB testing must be performed in the United States.

All students must register with medicat as soon as possible after receiving their JSU email address. Submission of records requires the JSU email address. The RMC/JSU Health Center advises all adults to be properly immunized. If your classes are fully online and you will not be on campus, you may request consideration for exemption by waiver. You should submit an Appeal for Exemption from Immunization for each vaccine requirement that is not met, regardless of the reason. You will need to submit a signed statement of medical exemption from your primary care provider to studentaffairs@JSU.edu. This confirms with your health care provider if your “medical reason” is based on current information.

You may also be exempt from immunizations due to your religious beliefs. In this case, you should submit an Appeal for Exemption from Immunization, explaining how immunizations conflict with your religious beliefs. This statement should be submitted to studentaffairs@jsu.edu. Students that have not completed the immunization requirements by the first day of class will be assigned a default temporary waiver and asked to schedule an appointment at the RMC/JSU Health Center. Students that default into a non-compliance waiver, may be prohibited from registering for classes the following semester.

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this drug testing, background check, physical examination, and immunizations policy.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

### **SPORTS WAGERING POLICY**

Consistent with Jacksonville State University Student Handbook, NCAA rules, State of Alabama, and the National Athletic Trainers' Association Code of Ethics (4.4), members of the Master's in Athletic Training Program will be prohibited from participating in gambling activities on amateur, intercollegiate or professional sports. Furthermore, gambling, including, but not limited to, contests of chance, illegal lottery and policy for money or something of value, promoting or advancing gambling, gambling using University computing/network facilities, possessing gambling devices or gambling records is prohibited at the University.

Gambling on University property or at University-sponsored or supervised functions for money or stakes is prohibited. Such prohibited activities include:

- Providing information to individuals involved in organized gambling activities
- Soliciting or accepting a bet on any intercollegiate or professional sports team or event
- Participating in any wagering activities that involve risking money or any tangible items on the outcome of an athletic contest, event, tournament or season (i.e., NCAA basketball tournaments pools of any kind, Super Bowl bets, fantasy leagues that require an entry fee and provide winnings)
- Participating in any gambling activities that involve intercollegiate or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling
- Engaging in activities designed to influence the outcome of an intercollegiate athletics contest or affect the win-loss margin (i.e., "point shaving") of a contest.
- Participation in these impermissible gambling activities is a serious violation of Jacksonville State University, NCAA, and NATA rules and can result in dismissal from the Master's in Athletic Training Program at Jacksonville State University.

JSU Student Handbook: <https://www.jsu.edu/studentaffairs/handbook.html>

NCAA Sports Wagering FAQs: <https://www.ncaa.org/sports/2016/4/29/sports-wagering.aspx>

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this sports wagering policy.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

## **DRESS CODE POLICY**

The Master's in Athletic Training Program at Jacksonville State University is a professional graduate healthcare program, preparing each student for the professional rigors of Athletic Training. The faculty, staff, preceptors, and administrators associated with the Master's in Athletic Training Program are dedicated to upholding the highest possible practices and standards associated with the field of Athletic Training. Being recognized as a healthcare provider is an important aspect of the athletic training profession. Therefore, it is strongly encouraged that each athletic training student take pride in their personal and professional appearance.

The athletic training student is required to uphold and adhere to the following guidelines at all times. Failure to do so will result in disciplinary action, and repeated actions will result in dismissal of the athletic training student from the Master's in Athletic Training Program at Jacksonville State University. Additionally, athletic training students must adhere, understand, and comply with the attire guidelines and professional expectations required of them at classroom, laboratory, and each assigned clinical education experience (i.e. physician office, football practice, etc.). Furthermore, appropriate attire expectations must be adhered at all professional development opportunities.

Please be aware that some clinical sites may be 'rivals' with other clinical sites. Therefore, always make a sound effort to wear site-specific clothing at your assigned clinical experience site (i.e. do not wear "Jacksonville High School" clothing at Weaver High School.)

Jacksonville State University Athletics has a contract with Adidas® Athletic Apparel and is the official provider of athletic apparel, footwear, and accessories for Jacksonville State University. Therefore, it is highly recommended by the athletic department that ONLY Adidas® apparel be worn to Jacksonville State University sponsored athletic events.

### **Classroom activity and professional development:**

- Master's in Athletic Training Program/Approved clinical site t-shirt or collared shirt
  - Shirts will be clean and neat
  - Shirts will be tucked in when appropriate
  - No tank tops or cut off shirts
- Khaki shorts, jeans, or program-affiliated mesh shorts
  - Shorts/pants will be clean and neat
  - Short/pants will be appropriately fitting (e.g. fingertip length [tip of your longest middle finger as your arms hang to your side], size [durable, practical and fit comfortably, without rips, tears, patches or distress], etc.) for all athletic training students
- Master's in Athletic Training Program/Approved clinical site nylon warmups/wind suits, sweatshirts, hats, and running shoes
- Professional attire for all professional development meetings

**Daily operation (i.e. athletic training room hours, practices, and game coverages):**

- Master's in Athletic Training Program/Approved clinical site collared shirt
  - Shirts and shorts/pants must be clean and neat
  - Shirts should be tucked in at all times
  - Master's in Athletic Training Program/Approved clinical site nylon warmups and sweatshirts
  - No tank tops or cut off shirts
- Master's in Athletic Training Program/Approved clinical site khaki shorts/pants
  - Short/pants will be appropriately fitting (e.g. fingertip length, size, etc.) for all athletic training students
  - Belts must be one color (i.e. brown or black with no “decorations”)
- Athletic (i.e. tennis, running, etc.) shoes
  - No open-toed shoes (front and back) in the athletic training room or clinic setting
  - The heel of the shoes should be one inch or less
- Master's in Athletic Training Program/Approved clinical site hats
- Athletic training kit with required supplies during practice and games
- Must have JSU Student Identification visible **at all times** at all clinical sites
  - ID badges must be properly displayed on the uniform of the student so that the student's name and title are clearly visible to patient, faculty, and healthcare staff
- Visible tattoos must be approved by faculty and/or preceptors
  - Individuals may have to cover the tattoo with a faculty approved bandage
- Tobacco/smoking/vaping/drinking/drug usage of any kind is prohibited at all times

**General care of self at all educational and clinical experiences:**

JSU faculty and preceptors reserve the right to speak to you individual about professional dress

Please see the suggested guidelines below:

- Good personal hygiene
- Any mustaches, beards and goatees must be appropriately groomed
  - Some clinical sites do not permit facial hair
- Hair must be appropriately styled, to not interfere with the daily operations and duties of the athletic training student
  - Hair must be neatly groomed at all times
  - If hair exceeds shoulder length, it must be confined while in the clinical area to promote safety and prevent contamination
  - Hair should be held back with a headband and/or hair tie (e.g. solid colors only)
  - We highly recommend hair (e.g. scalp and eyebrows) to be of traditional/natural colors (e.g. brunette, blonde, black, & red)
- Makeup and jewelry should be acceptable for a healthcare facility
  - Jewelry is restricted to a watch, wedding rings, and one small pair of stud earrings
  - Earring(s), facial piercing(s), and jewelry must be approved by faculty and/or preceptors
- Fingernails must be kept clean and trimmed to moderate length
- No perfumes or colognes permitted



**\*Depending on the clinical education assignment, it may be required that you wear professional dress (business suit, etc.) or scrubs. It is the athletic training student's responsibility to verify each site's appropriate attire expectations with their assigned preceptor.**

**\*\*Examples of non-appropriate attire include but are not limited to: leggings, yoga pants, tank tops, inappropriate – length/size shorts, compression wear, other University/College attire (other than those that are affiliated with the Master's in Athletic Training Program), etc. The Athletic Training Program faculty and associated preceptors have the right to interpret what is appropriate and professional at any time. Failure to comply with the Master's in Athletic Training Program dress code will result in dismissal from the classroom and/or clinical site. Repeated violations of the policy may result in disciplinary actions for disciplinary action).**

**\*\*\*Individual clinical sites and preceptors may require the use of that particular organization's policy and procedures to be adhered to. It is the responsibility of the athletic training student to adhere to and maintain the individual standards of each individual organization.**

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this dress code policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

## **REGULATION OF CLINICAL EDUCATION & HOURS POLICY**

Students must understand that the primary objective of Jacksonville State University Master's in Athletic Training Program is to prepare graduates to perform competently, safely, and professionally. In order to achieve this objective, it is necessary that each student complete experience in multiple clinical education experiences. Such experience is educational in nature and is designed to develop each student's professional skills in order that each student may demonstrate specific entry-level competencies upon program completion.

### **The following are regulations for assigned clinical education experiences:**

- Clinical assignments are made based on the availability of clinical sites and the needs of students.
- Clinical site attendance may require an extended drive. All expenses incurred while enrolled in clinical (gasoline, parking, etc.) are the students' responsibility. All athletic training students ***must*** have reliable transportation to/from assigned clinical education sites.
- As a student, I do not expect and will not receive compensation for time spent achieving the objectives of my clinical course from either the college or the clinical facility.
- I have NOT been promised and am NOT expecting to be offered a job at the clinical agency as a result of my participation in the clinical course.
- In the event of sickness or injury in the clinical setting, I realize that I am responsible for all costs related to the provision of medical care. I have been advised that hospital/accident insurance is required by many of the clinical agencies utilized in the program and that I should carry evidence of current insurance coverage at all times. Furthermore, I understand that I am responsible for all expenses associated with sickness/injury irrespective of insurance coverage or lack thereof. Clinical education hours that are not spent under the direct supervision of an assigned Master's in Athletic Training Program preceptor will not be counted and/or recorded as clinical education hours.
- Clinical education hours that are not spent at an approved clinical site will not be counted and/or recorded as clinical education hours.
- Time spent traveling to and from an assigned clinical site will not be counted and/or recorded as clinical education hours.
- Clinical education hours that are not spent in a constructive and meaningful learning environment (e.g. direct patient care and/or preceptor instruction/evaluation) will not be counted and/or recorded as clinical education hours.
- In the event that an athletic training student's assigned clinical site will not provide enough hours to meet the clinical education weekly or semester minimums, that athletic training student is required to seek additional hours at an alternate site, provided that the additional hours do not interfere with their assigned site.
- Only hours approved by the athletic training student's assigned preceptor will be allowed to be applied toward the semester's minimum/maximum hour total. Random checks of online recording of hours may be conducted by the Coordinator of Clinical Education to verify proper hour accumulation by the athletic training student.
- Clinical agreements between the clinical facility and the college prohibit students from filing suit against the clinical facility.

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*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this regulation of clinical education and hours policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**DIRECT SUPERVISION POLICY**

The supervising athletic trainer/healthcare professional should be personally present and immediately available within the area to give instruction and aide when procedures are performed. Athletic training students are required to gain clinical experiences under the supervision of an approved preceptor. The clinical education experiences should always be considered educational. Athletic training students will not be utilized to replace a Certified Athletic Trainer. Additionally, the athletic training students are not allowed or expected to perform the duties of an athletic trainer in that position. No person shall represent themselves or claim to be an athletic trainer or perform any of the activities of an athletic trainer, without first obtaining a license/certification.

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this direct supervision policy.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**BLOODBORNE PATHOGEN, INFECTIOUS DISEASE, & OSHA COMPLIANCE POLICY**

The Master's in Athletic Training Program will enforce the policies and procedures set forth by Jacksonville State University and the College of Health Professions & Wellness. This policy ensures that the safety of all members of the campus community is a primary concern of Jacksonville State University. The University demonstrates this concern through compliance and enforcement of federal, state, local, and Jacksonville State University System rules and regulations to which the University is subject.

The purpose of this manual is to further promote safety through the proper management of potentially hazardous biological materials. In addition to policies, responsibilities, and requirements for working with biological materials, this manual contains helpful information for the day to day management of your laboratory, clinical site, or classroom setting.

Through the normal course of providing athletic training services, staff and athletic training students may encounter bodily fluids, which may pose a risk for infection from blood borne diseases. These diseases may include hepatitis B, HIV, or other blood borne pathogens. It is essential that the staff and athletic training students utilize the following techniques and principles to minimize the risk of pathogen transmission. All athletic training students will have access to and use of appropriate bloodborne pathogen barriers and control measures at all clinical sites, such as:

- Treat all bodily fluids as infectious
- Use disposable latex gloves when treating a student-athlete who is bleeding or has breaks in the skin, allowing the discharge of bodily fluids
- Wash hands before and after every treatment
- Use personal protective devices during procedures where bodily fluids are likely to be splashed/occur
- Use resuscitation masks during those and Rescue Breathing
- Dispose of all contaminated waste in approved biohazard containers
- Biohazard containers will be disposed of by incineration by a licensed outside agency
- Use of a fresh 1:10 bleach solution or other OSHA approved cleaners for cleaning all bodily fluid spills

**Compliance methods:**

Universal Precautions will be observed at all facilities in order to prevent contact with blood, blood products, or other potentially infectious materials. All blood, blood product, or other potentially infectious material will be considered infectious regardless of the perceived status of the source or source individual. Engineering and work practice controls will be used to eliminate or minimize exposure to employees at this facility. Where occupational exposure remains after institution of these controls, personal protective equipment shall be used.

At our facilities, sharps containers, waste disposable bags, and clearly marked biohazardous waste containers will be used as engineering controls. The above controls will be examined and maintained on a regular basis, with attention given to the contents of the engineering controls to ensure removal once the containers reach 1/2 to 3/4 of capacity. The effectiveness of the controls shall be reviewed on a semiannual basis by an individual appointed by the Program Director and Coordinator of Clinical Education. Hand washing facilities are also available to the employees who incur exposure to blood or other potentially infectious materials. OSHA requires that these facilities be readily accessible after incurring exposure. As an alternative, a 10% bleach and water solution and isopropyl alcohol are stored in each athletic trainer's kit on the site. If this alternate method is used, the hands are to be washed with soap and running water as soon as feasible following any exposure. After proper removal and disposal of personal protective gloves or other personal protective equipment, employees shall wash their hands and any other potential contaminated skin area immediately or soon as feasible with soap and water. If employees

incur exposure to their skin or mucous membranes, then those areas shall be washed or flushed with water as appropriated or as soon as feasible following contact.

**Needles:**

Contaminated needles and other contaminated sharps objects will not be bent, recapped, removed, sheared, or purposely broken. Following usage needles or other contaminated sharps objects will be disposed of in a clearly marked biohazardous, sharps container. OSHA allows for one exception to the rule governing the disposal of needles, if the procedure requires that the contaminated needles be recapped or removed and no alternative is feasible, and the action is required by the medical procedure. If such action is required, then the recapping or removal of the needle must be done by the use of a mechanical device or a one-handed technique.

**Containers for reusable sharps:**

Contaminated sharps that are not reusable are to be placed immediately, or as soon as possible after use, into appropriated sharps containers. Sharps containers are puncture resistant, labeled with a biohazard label, and are leak proof. An individual appointed by the Head Athletic Trainer has the responsibility for disposal of the sharps container when it becomes  $\frac{3}{4}$  full. The container need only be checked as necessitated by its use.

**Work area restrictions:**

In work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials, employees are not to eat, drink, apply cosmetics or lip balm, smoke, or handle contact lenses. Food and beverages are not to be kept or placed on treatment tables, taping decks, or countertops when blood or other potentially infectious materials are likely to be present. Mouth pipetting or suctioning of blood or other potentially infectious materials is prohibited. All procedures will be conducted in a manner that will minimize splashing, spraying, splattering, and generation of droplets of blood or other potentially infectious materials.

**Specimens:**

Specimens of blood or other potentially infectious materials, such as urine, will be placed in a container that prevents leakage during the collection, handling, processing, storage, and transport of the specimens. The container used for this purpose will be labeled or color-coded in accordance with the requirements of the OSHA standards. It should be noted that this standard provides for an exemption for specimens from the labeling/color-coding requirements of the standard, provided the facility uses Universal Precautions in the handling of all specimens and the containers are recognizable as container specimens. This exemption applies only while the specimens remain in the facility. If outside contamination of the primary container occurs, the primary container shall be placed within a secondary container that prevents leakage during the handling, processing, storage, transport, and/or shipping of the specimen.

**Contaminated equipment:**

Equipment that has become contaminated with blood or other potentially infectious materials shall be examined before servicing or shipping and shall be decontaminated as necessary unless the decontamination of the equipment is not feasible.

**Personal protective equipment:**

All personal protective equipment used at the facility will be provided without cost to employees. Personal protective equipment will be chosen based on the anticipated exposure to blood or other potentially infectious materials. The protective equipment will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach employees' clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time that the protective equipment will be used. The protective equipment necessary for the athletic training facility primarily consists of latex gloves and

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face masks required at all times (subject to change). These gloves will be available at all times and at no cost to the staff, graduate assistants, or students. There is also other protective equipment made available to everyone at no cost to the staff, graduate assistants, and students. All personal protective equipment will be cleaned, laundered, and disposed of by the employer at no cost to the employees. The employer at no cost to employees will make all repairs and replacements. All garments that are penetrated by blood shall be removed immediately or as soon as feasible. All personal protective equipment will be removed before leaving the work area. Gloves shall be worn where it is reasonably anticipated that employees will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes.

Gloves will be used for the following procedures:

- Applying bandages
- Applying wound closures
- Draining blisters
- Shaving calluses
- Cleaning open wounds
- Handling urine specimens
- Cleaning evaluation tables
- Cleaning spills of potentially infected materials
- Evaluating oral/dental injuries or conditions
- Applying direct pressure to open wounds
- Handling/changing wound dressings

Disposable gloves used at the facility are not to be washed or decontaminated for reuse. They are to be replaced as soon as practical when they become contaminated or as soon as feasible when or if they are torn, punctured, or when their ability to function as a barrier is compromised. Utility gloves may be decontaminated for reuse provided that the integrity of the glove is not compromised. Utility gloves will be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration or when their ability to function as a barrier is compromised. The facility will be cleaned and decontaminated daily when the athletic training facility is used by athletes. Decontamination will also take place after any blood or other potentially infectious material has been exposed in the athletic training facility. Decontamination will be accomplished by using a 10% bleach and water solution available. Any broken glassware that may be contaminated will not be picked up directly with the hands. Cardboard sheets should be used to corner and lift any broken pieces. All broken glass or material should be placed in a sharps container for disposal.

At this time, Jacksonville State University is mandating the use of face masks at all time on campus, event sponsored, or endorsed by a JSU organization, including those that occur on and off organizational premises. It is important that you wear a face mask because you could spread COVID-19 to others, even if you do not feel sick. When wearing a face mask, you should cover both your mouth and nose. The face mask is meant to protect other people in case you are infected. The Centers of Disease Control and Prevention also recommends that everyone should wear a mask in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain. Face masks should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance. Lastly, continue to keep 6 feet between yourself and others; The face mask is not a substitute for social distancing.

**Laundry procedures:**

Laundry contaminated with blood or other potentially infectious materials will be handled as little as possible. Such laundry will be placed in appropriately marked bags where it is used. This laundry will not be sorted or rinsed in the area of use. It will then be removed by the individual responsible for laundry using personal protective equipment and washed separately in bleach. All employees who handle contaminated laundry will use personal protective equipment to prevent contact with blood or other potentially infectious materials.

**Exposure during clinical experiences:**

Blood during physical activity shall be handled utilizing the following additional guidelines:

- All open wounds and/or breaks in the skin are to be fully covered by a bandage before allowing the athlete/patient to return to participation. The certified staff shall assess the feasibility of dressing the wound on the field. If this is not feasible, the athlete/patient shall be removed from participation where it can be appropriately cleaned and covered.
- If an athlete's uniform is grossly soiled with blood, or other bodily fluid, the athlete shall be removed from participation and the uniform changed, prior to return to participation.
- Any article of clothing that has been saturated with blood or other bodily fluids shall be disinfected by washing separately from other uniforms and washed in a 10% bleach solution.

**Action if exposed:**

All incidents that involve actual exposure shall be reported immediately to the preceptor, Program Director, and Coordinator of Clinical Education. Examples of exposure include COVID-19, needle sticks, splashing of blood into face, contact with vomit or other bodily fluids on mucus membranes. Follow the instructions on your blood and body exposure cards EXCEPT the afterhours pager number {do not call} it has been disconnected (256)452-0859. You will need to call (256) 235-5121 for any afterhours assistance. This number (256) 235-5121 is RMC's hospital line. You will be connected to the operator. Please let the operator know that you are a JSU athletic training student and have been exposed and needs to get in touch with Bridgette Magouirk. The operator will then get your name, phone number, and any other pertinent information. Bridgette will be getting in touch with you as soon as she gets the message. \*If Bridgette is not available, the operator will get the information to the best next available person.\* The RMC/JSU Health Center number on the card (256) 741-6464 is still working and should be used during working hours, Monday-Friday 7:30AM-5:00PM, if a student is exposed.

**POST BLOOD OR BODY FLUID EXPOSURE  
PROCEDURE FOR THE JSU NURSING STUDENT**

1. Finish the procedure in which you are involved in and always ensure patient safety.
2. Next, take care of yourself. Ex: wash your hands with soap and warm water for at least 15 seconds following a needle stick or flush site with running water after a splash.
3. Notify your instructor, your preceptor, and appropriate clinic staff so that the appropriate labs can be drawn from the "source" patient.
4. Fill out the appropriate incident report for your clinical site.
5. Notify RMC/JSU Health Center of your incident. Be prepared to provide them with the "source's" name, date of birth, and medical record number.
6. If you are unable to present to RMC/JSU Health Center, proceed to the nearest ER. Bring your insurance information for billing purposes.

Blood to be drawn from Source and Student  
Hepatitis profile 2, RPR 3, HIV

**RMC/JSU Health Center Contact Numbers:**

Clinic (256) 782-5310

08:00am—04:30pm Mon-Thurs / 08:00am—02:30pm Fri

**After Hours & Weekend Procedures:**

Dial (256) 782-5309

Leave name, contact number, and reason



**Spill clean-up:**

The athletic /sports medicine staff will be the primary individuals responsible for the clean-up of all bodily fluid spills within the athletic environment. Clean-up will be done in a manner consistent with the universal precautions described above.

**Bloodborne pathogen education:**

Each athletic training student will attend the Blood Borne Pathogen Seminar during orientation before the start of clinical education and annually thereafter. Each athletic training student will be made aware of the potential risk for infection associated with providing athletic training services, as well as the measures that can be taken to prevent the risk of blood borne pathogen transmission. Blood Borne Pathogen Form Annual Documentation will be kept in student's personal file.

**Helpful phone numbers and contact information:**

RMC/JSU Health Center	(256)782-5310
Jacksonville State University of Public Safety	(256) 782-5050
OSHA	(800) 321-6742
OSHA of Alabama	(205) 731-1534

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this Bloodborne pathogen, infectious disease, & OSHA compliance policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**COMMUNICABLE DISEASE POLICY**

The purpose of the Jacksonville State University Master's in Athletic Training Program Communicable Disease Policy is to protect the health and safety of all parties. The purpose of this policy is to ensure the welfare of the students enrolled within this program as well as those patients you may come in contact with during your clinical experiences. It is designed to provide athletic training students, preceptors, and athletic training faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention. A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects). Common communicable diseases include, but are not limited to:

Blood-borne Pathogens	Herpes simplex	Rabies
Conjunctivitis	Human immunodeficiency virus (HIV)	Rubella
COVID-19	Measles	Scabies
Cytomegalovirus infections	Meningococcal infections	Staphylococcal aureus infection
Diarrheal diseases	Mumps	Streptococcus infection
Diphtheria	Parovirus	Varicella
Enteroviral infections	Pediculosis	Tuberculosis
Gastrointestinal infections (acute)	Pertussis	Viral respiratory infections
Hepatitis viruses	Poliomyelitis	Zoster

While you are an athletic training student at Jacksonville State University, there is a possibility that while participating in clinical education, you may become ill with a communicable disease. This communicable disease policy has been developed to identify those instances and to outline appropriate action when they occur. This policy will help ensure the safety of the patient/client, personnel of the clinical site and Master's in Athletic Training Program, and/or athletic training student.

- During those instances that an athletic training student feels that they have contracted a communicable disease, the following steps should be initiated to provide assistance with the proper course of action:
- The athletic training student should immediately notify their course instructor, preceptor, Coordinator of Clinical Education, and Master's in Athletic Training Program Director, prior to being absent from class or clinical education.
- The athletic training student should contact RMC/JSU Health Center or their personal medical professional (e.g. nurse practitioner, physician) for evaluation if uncertain of the severity of the condition.
- If the athletic training student is diagnosed with a communicable disease (e.g. influenza), patient care / clinical education should **not** be conducted until either all signs and symptoms resolve, or the treating medical professional provides full clearance.
- If the athletic training student is running a fever (i.e. temperature 101.4°F), they are **not** permitted to attend class or clinical education until the fever has been resolved for a 24-hour period.
- If an athletic training student seeks care from a medical professional for a communicable disease, the student must provide written documentation (i.e. clearance) from that medical professional to the Master's in Athletic Training Program Director and Coordinator of Clinical Education.

JSU - Master's in Athletic Training Handbook

- It is the athletic training student's responsibility to effectively communicate with their course instructor, assigned preceptor, Coordinator of Clinical Education, and Master's in Athletic Training Program Director regarding an expected return date, as well as obtaining necessary information regarding missed coursework. Missed course work and/or exam make-up will be permitted with appropriate communication with the athletic training student's course instructor and/or proper documentation from their medical professional regarding the fever or illness.

**Tips for preventing the spread of communicable diseases:**

- Allow adequate time for recovery from illness
- Frequent handwashing, especially after restroom use, patient care, and sneezing/coughing
- Avoid excessive touching of one's mouth and nose
- Clean and disinfect commonly used surfaces
- Do not share personal items

*By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this communicable disease policy.*

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**SOCIAL MEDIA POLICY**

I, the undersigned, have voluntarily participated in today's photo/video/livestreaming session with Jacksonville State University's Master in Athletic Training Program. I hereby grant permission to Jacksonville State University to use any of the photographs or images obtained during the session for any and all purposes including publication of the images on websites, social media sites, school publications, etc. I hereby release Jacksonville State University and its agents and employees from all claims, demands and liabilities whatsoever in connection with the above.

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this social media policy.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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

**EMERGENCY ACTION PLAN POLICY**

All athletic training clinical facilities, medical-based clinics, hospitals, etc. (clinical sites) are expected to review their Emergency Action Plans with the athletic training student, prior to the beginning of patient care and clinical site experiences. All Emergency Action Plans reviews should be periodically discussed with athletic training students throughout the clinical experience. All clinical sites must have a venue-specific written Emergency Action Plans that are based on well-established national standards or institutional office protocols charged with institution-wide safety (e.g., position statements, occupational/environmental safety office). The athletic training students must have immediate access to the Emergency Action Plan in an emergency situation.

To ensure a safe campus, the Jacksonville State community must work together by understanding our roles and responsibilities if an emergency should occur. This cannot be accomplished alone and requires involvement from all corners of the university. Using this emergency response plan template will enable university divisions, departments, and offices to develop standardized emergency plans to address emergencies from an all-hazards approach. Emergency preparedness is an ongoing priority of JSU and developing unit-specific plans is an important component that supports university-wide preparedness efforts. Please see the following link for more information: <https://www.jsu.edu/police/emergencymgt/planning.html>

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this emergency action plan policy.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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



# EMERGENCY PROCEDURES



## GENERAL EMERGENCY TIPS

- Stay Calm
- Know where to go and what to do in an emergency
- Assist people with disabilities
- Have several ways to be notified of an emergency including weather and emergency notification apps
- Keep your emergency contact information up-to-date in notification systems like JSU Alert
- Have emergency phone numbers and emergency plans nearby
- Assemble an emergency kit and have it readily available for an emergency
- Know the location of first aid stations/kits and fire alarms in your building

## MEDICAL

- Call 911 or UPD at (256) 782-5050
- Provide the location, nature of injury or illness, current condition of the victim, and other requested information
- DO NOT move the victims unless they are in immediate danger
- Administer first aid, CPR/AED if trained or possible to do so



## BUILDING EVACUATION

A building will be evacuated in the event of a fire. A bomb threat may prompt an evacuation.

## FIRE



- Call 911 or UPD at (256) 782-5050 immediately if you smell smoke or see fire
- Activate the fire alarm
- Evacuate the building
- Assist people with disabilities

In the event of a fire, use the stairwell-not the elevator. Do not move through smoke-filled or other hazardous areas. If you can't get out, close the door and cover vents and cracks around doors with cloth or tape to keep smoke out. If your clothes catch fire, **stop, drop, and roll.**

## ACTIVE THREAT



### RUN

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

### HIDE

- Hide in an area out of the threat's view
- Block entry to your hiding place
- Turn off the lights and silence your cell phone



### FIGHT



- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the threat
- Act with physical aggression and throw items at the active threat

## SEVERE WEATHER



Be prepared to move to a place of cover if threatening weather approaches. Do not wait for storms to arrive.

- If outdoors, and you receive a thunderstorm warning or hear thunder, go inside immediately
- Keep people indoors and away from windows until the severe storm passes
- If large hail begins to fall, seek cover
- Report injuries and damages to UPD at (256) 782-5050



## TORNADOES

Tornadoes can happen anytime, anywhere, and be unpredictable.

- Seek cover on lower floors (interior corridors) of building
- Stay away from windows, exterior walls and doors
- Get under desk/tables; protect your head
- If in a manufactured home, get out and move to a sturdy building
- OUTDOORS: seek refuge in ditch, lie flat and cover head

## FLOOD



- Avoid flooded roadways
- Stay off of bridges over fast-moving water
- If told to evacuate, do so immediately
- Never drive around barricades
- Move to higher ground or a higher floor

**Turn Around, Don't Drown!** Just six inches of fast-moving water can knock you down, and one foot of moving water can sweep your vehicle away.

## SUSPICIOUS PERSON/ACTIVITIES



- If you observe a crime in progress or behavior that you suspect is criminal or suspicious in nature, immediately call (256) 782-5050 to notify UPD or 911.
- Report as much information as possible including what the person(s) is/are doing; where it is happening; physical and clothing description of those involved; type of weapons involved, if any; vehicle description and license plate number, if appropriate; and direction of travel when last seen.

**DO NOT APPROACH OR ATTEMPT TO APPREHEND THE PERSON(S) INVOLVED.**

## BOMB THREAT



- Call UPD at (256) 782-5050
- Evacuate, if directed to do so

If you are on the receiving end of a telephoned bomb or other threat, keep the caller on the line as long as possible. Gather any essential details - the location and time of what may happen, the caller's voice, and sounds that may help to identify the caller's location.

## HAZARDOUS MATERIAL-RELEASE



- Call UPD at (256) 782-5050 or 911
- Move away from the site
- Stay upstream, uphill, and upwind of materials
- Alert others to stay clear of area and notify emergency personnel if you have been exposed

**Report all emergencies to the University Police Department at (256) 782-5050 or call 911.**

**MASTER'S IN ATHLETIC TRAINING STUDENT VERIFICATION FORM**

Upon having read through this Master's in Athletic Training handbook, I have read, understand, and will comply with the standards and expectations outlined in this handbook. Please also understand that this handbook is a dynamic document, and you may therefore be notified of updates and/or revisions at any time.

***By signing below, I the athletic training student agree that I understand and will comply with the standards and expectations outlined in this Master's in Athletic Training student verification of handbook.***

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature

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

\_\_\_\_\_  
Master's in Athletic Training Program Student Signature (Print)

\_\_\_\_\_  
Master's in Athletic Training Program Director Signature

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