SAN DIEGO STATE UNIVERSITY

Master of Science in Athletic Training

Policies and Procedures Manual

Empathy, Ethics, Equity

Developed in accordance with the NATA Executive Committee for Education (ECE) and the Committee on Accreditation of Athletic Training Education (CAATE) Standards and Guidelines.

Rev. May 2025

Dedication

This manual is dedicated to all SDSU athletic training program graduates, faculty, and preceptors who continue to represent this program and the profession of athletic training with excellence.

Program History

The SDSU MSAT is dedicated to providing future athletic trainers with a dynamic, intense, evidenced-based, hands-on professional education. Athletic training faculty (clinical and academic) have been selected based on their diverse clinical and educational backgrounds that allow the MSAT to achieve this goal. SDSU athletic training began with the appointment of a full-time, tenured faculty/athletic trainer and two athletic training students in 1968. Robert (Bob) Moore PT, ATC, is known as the founding father of SDSU athletic training and had a successful career including a place in the NATA Hall of Fame. Over the years, the SDSU Athletic Training Program continued to evolve ensuring it was providing the most comprehensive and progressive curriculum. In 1977, an *Emphasis in Athletic Training* under the B.A. Degree in Applied Arts and Sciences within the Physical Education major was offered. In 1992, the degree transitioned again resulting in a B.S. Degree in Applied Arts and Sciences with a Physical Education major and *Specialization in Athletic Training*. The Athletic Training Specialization became an Emphasis within the Kinesiology major in 1999. In 2000, the SDSU Athletic Training Program received full accreditation through the CAAHEP. In 2011 the SDSU Senate approved another degree change to a *Bachelor of Science in Athletic Training*. In 2012, the CAATE awarded the program the maximum 10 years of continuing accreditation. In 2020, the SDSU Senate approved the transition from a bachelor's degree to a *Master of Science in Athletic Training* degree program. Due to the transition from the undergraduate to graduate program, the SDSU MSAT was granted a two-year extension for the next comprehensive program review. Thus, the next comprehensive program review by the CAATE will occur in 2024.

We welcome you! Consistent with our storied tradition of excellence, we remain dedicated to the success of the MSAT by providing outstanding student preparation for the BOC Examination and as an entry-level athletic trainer. This is an exciting time to be a part of the SDSU MSAT as we make this transition. Your contribution is valued, and we look forward to working together on a continued bright future for the SDSU MSAT! Your success also depends on what you put into the process:

- What will be your contribution to this program?
- Where will you make your mark in the program and our profession?
- Will you live up to the high standards and professional success consistently demonstrated by our graduates of the SDSU MSAT?
- How will you grow professionally and demonstrate that on a daily basis?

Your first step toward success is complete as you have been admitted to the SDSU MSAT. It is now up to you to take advantage of this opportunity. Good luck with achieving your goals and making the SDSU MSAT proud! We believe in you!

Purpose of the Policy and Procedures Manual

The purpose of this manual is to inform the athletic training student (ATS) of policies and procedures for the Athletic Training Program (MSAT) at San Diego State University (SDSU). The manual was developed through careful consideration of program standards and thoughtful input from the MSAT faculty, preceptors, and ATSs.

The goal of this manual is to ensure a quality educational experience for each ATS, and to ensure safe and efficient operation of all athletic training facilities. It is expected that each ATS will thoroughly read the handbook and bring any questions, concerns, or misunderstandings to the attention of the MSAT Director. This manual is a living document that is subject to revisions and/or modifications. It is the responsibility of the MSAT faculty, preceptors, and ATSs to stay current on any and all updates. Changes will be communicated through the classroom, clinical sites, the SDSU MSAT website (https://ens.sdsu.edu/athletic-training/), meetings, and via email announcements.

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GENERAL PROGRAM INFORMATION

Introduction

Congratulations on being selected as an athletic training student (ATS) in the San Diego State University Master of Science in Athletic Training (MSAT). This program follows the guidelines of the Board of Certification, Inc. (BOC) and the Commission on Accreditation of Athletic Training Education (CAATE). The MSAT demonstrates systematic diversity, equity, inclusion and social justice efforts in its development, design and delivery.

The San Diego State University (SDSU) professional MSAT degree program is housed in the College of Health and Human Services. The MSAT curriculum is grounded in evidence-based practice and features hands-on learning. ATS practice skills relevant to the current practice of athletic training in a variety of clinical education settings. Athletic training students are required to complete a minimum number of clinical education hours in a variety of settings in addition to their didactic curriculum. The professional Master of Science in Athletic Training degree program is accredited by the CAATE. Successful students will graduate from the program with a Master of Science degree in Athletic Training and be eligible to apply for the BOC Examination. The MSAT at SDSU is a fastidious and demanding program to prepare graduates for success in a variety of employment settings and to render care to a diverse patient population engaged in physical activity. The program is grounded in the National Athletic Trainers' Association (NATA) Code of Ethics and the BOC Standards of Professional Practice.

Acculturation

Throughout the professional program you will undergo the process of *Acculturation.* This is the process whereby you will be socialized into the profession of athletic training. The socialization process involves the ATS becoming competent in meeting traditional expectations of the profession of athletic training. In the field of athletic training, acculturation involves accepting the responsibilities of providing health care to physically active individuals (your patient). Successful acculturation includes learning, internalizing, and employing appropriate verbal and nonverbal communication skills as well. This requires the ATS to be an active participant in the clinical learning environment. Acculturation will continue throughout your career in athletic training and success in achieving this process will enable you to function professionally.

Didactic Component

The didactic component of the MSAT focuses on specific cognitive and psychomotor competencies as defined by the NATA Educational Competencies, 5th Edition. Students who are interested in being eligible to apply for the BOC Examination must graduate from a CAATE accredited program and receive endorsement from the acting Program Director.

Each course within the MSAT curriculum aligns with one or more of the following athletic training professional domains.

- **Injury/Illness Prevention and Wellness Protection**

Students identify injury, illness, and risk factors associated with participation in sport/physical activity and implement all components of a comprehensive wellness protection plan and injury prevention program.

- **Clinical Evaluation and Diagnosis**

Students conduct a thorough initial clinical evaluation of injuries and illnesses commonly sustained by the athlete/physically active individual and formulate an impression of the injury and or illness for the primary purposes of administering first aid or making appropriate referrals to physicians for diagnosis and medical treatment.

- **Immediate and Emergency Care**

Students provide appropriate first aid and emergency care for acute injuries according to accepted standards and procedures, including effective communication for appropriate and efficient referral, evaluation, diagnosis and follow up care.

- **Therapeutic Interventions**

Students plan and implement a comprehensive treatment, rehabilitation and/or reconditioning program for injuries and illnesses, including long and short-term goals, for optimal performance and function.

- **Organizational and Professional Health and Well-being**

Students plan, coordinate and supervise the administrative components of an athletic training program, comply with the most current BOC practice standards and state/federal regulations, and develop a commitment to life-long learning and evidence-based clinical practice.

Clinical Education

Clinical education is the portion of the MSAT where cognitive knowledge is integrated with specific psychomotor skills and entry-level athletic training clinical proficiencies. All follow a *Learning Over Time* format that incorporates instruction, evaluation, and practice. The ATS will be supervised in real-time clinical experiences that allows the integration of the knowledge and techniques learned and practiced throughout both academic and clinical education experiences. This includes decision-making and professional behaviors required to develop proficiency as an athletic trainer.

Clinical education is best defined as a foundational component of healthcare education by which students acquire, practice, and demonstrate competency in clinical proficiencies through classroom, laboratory, and clinical experiences.

Students must be directly supervised by a preceptor associated with the MSAT during their clinical experiences. The preceptor must be physically present and have the ability to intervene on behalf of the ATS and the patient. Students will be provided with the opportunity to gain clinical education in a variety of settings, including but not limited to, colleges/universities, high schools, rehabilitation and physical therapy clinics, physician offices, industrial sports medicine clinics, community/special events, and supplemental learning experiences while enrolled in the clinical education courses (Clinical Internships A and B; Clinical Clerkships A-D). Students will gain a clinical education that will prepare them to function in a variety of settings as entry-level practitioners. The ATS will engage in patient care involving athletic training knowledge, skills, and clinical abilities delineated in the BOC Standards of Professional Practice and the CAATE

Standards. Examples of clinical experiences must include, but are not limited to, 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). The clinical education plan for each student matriculating through the program shall reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical abilities, including clinical decision-making. Students will not receive any monetary remuneration during clinical education experiences, excluding earned scholarships. Students shall not replace professional athletic training staff or medical personnel under any circumstances.

School of ENS Mission Statement

The School of Exercise and Nutritional Sciences is a community of faculty, students, and staff who promote health and fitness as well as the rehabilitation of those with injury, illness, disease, or disability. It seeks to serve as a nationally recognized center for professional and academic training within an environment that emphasizes scientific inquiry, discovery, and knowledge application. To do so, the School aims to provide high-quality, innovative education to graduate and undergraduate students in exercise, nutrition, and rehabilitation sciences. We strive to create a generation of leaders who will contribute to the health, well-being, and rehabilitation of local, national, and international communities.

ENS Learning Goals and Objectives

Learning Goal 1

Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise, nutrition, and rehabilitation sciences.

Objective 1.1 Critically evaluate published research in the discipline.
Objective 1.2 Evaluate alternative solutions to a discipline-based problem.
Objective 1.3 Present opposing viewpoints and alternative hypotheses on issues in exercise, nutrition, and rehabilitation sciences.
Objective 1.4 Critically evaluate current trends and practices using disciplinary knowledge.
Objective 1.5 Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

Learning Goal 2

Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health, wellbeing, and rehabilitation in diverse communities.

Objective 2.1 Use effective technical writing skills to communicate information about exercise, nutrition, and rehabilitation sciences.
Objective 2.2 Use effective oral presentation skills to present information to peers and other professionals.
Objective 2.3 Use effective interpersonal skills as part of an ongoing and guided dialogue with individuals who may benefit from
modifying their health behavior.

Learning Goal 3

Demonstrate understanding of scientific concepts, principles, and methods used in the study of exercise, nutrition, and rehabilitation sciences.

Objective 3.1 Identify and explain the underlying assumptions of different research paradigms used in exercise, nutrition, and rehab sciences.

Objective 3.2 Identify the steps in the scientific method of research. Objective 3.3 Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative
explanations.
Objective 3.4 Articulate the strengths and limitations of various research designs.
Objective 3.5 Design a research study and collect, analyze, and evaluate
findings in relation to a proposed hypothesis.

Learning Goal 4
Use an array of technologies to support inquiry and professional practice.
Objective 4.1 Use the internet and e-mail to communicate with others and find valid information.
Objective 4.2 Use various technology instrumentations to measure phenomena of interest.
Objective 4.3 Use software programs appropriate to discipline to organize, analyze and interpret findings.
Objective 4.4 Use presentation software to report project findings.

Learning Goal 5
Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of exercise, nutrition, and rehabilitation science.
Objective 5.1 Identify and explain components of ethical decision making, cultural competency and civic responsibility applied to exercise,
nutrition, and rehabilitation sciences.
Objective 5.2 Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.
Objective 5.3 Design an exercise, nutrition, or rehabilitation prescription or lesson plan that considers cultural differences that may influence
implementation.
Objective 5.4 Participate in a student/professional organization or community service activity related to exercise, nutrition, or rehabilitation
sciences.

Learning Goal 6
Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in exercise, nutrition, and rehabilitation sciences.
Objective 6.1 Differentiate between biomedical and biopsychosocial explanations of health and wellness or rehabilitation.
Objective 6.2 Describe the biological, psychological, social, and environmental correlates and determinants of behavior change relevant to
physical activity and diet.
Objective 6.3 Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations.
Objective 6.4 Evaluate the efficacy and effectiveness of behavior change interventions in exercise, nutrition, and rehabilitation sciences.

Learning Goal 7
Use the principles of assessment to evaluate a variety of measurement tools in exercise, nutrition, and rehabilitation
sciences.
Objective 7.1 Explain the various kinds of validity evidence necessary to determine the quality of objective and subjective measures used in exercise, nutrition, and rehabilitation sciences.

Objective 7.2 Evaluate the validity and reliability coefficients for a variety of tools to determine their quality.
Objective 7.3 Evaluate the responsiveness, sensitivity, and specificity of measurement devices used in exercise, nutrition, and
rehabilitation sciences.
Objective 7.4 Collect data to examine the reliability or objectivity of common measurement tools in exercise, nutrition, and rehabilitation
sciences.
Objective 7.5 Evaluate the feasibility of different measurement tools in various settings.
Objective 7.6 Describe ways to implement a measure or test to increase its reliability.

Learning Goal 8
Demonstrate an ability to integrate and apply knowledge and skills through experiential learning opportunities.
Objective 8.1 Implement a physical activity, rehabilitative, or nutritional plan in an applied setting and assess its effectiveness.
Objective 8.2 Administer assessments in a variety of healthy and chronic disease populations across the lifespan.
Objective 8.3 Organize and structure learning and research environments to maximize their quality and safety.

MSAT Vision Statement, Mission Statement, Program Goals and Objectives, Student Learning Outcomes

Vision Statement

The vision of the SDSU MSAT is to be universally recognized for fostering holistic and evidence-based athletic training education, clinical practice, and research that promotes life-long learning, advocating for the athletic training profession, and cultural competence in professional practice.

Mission Statement

In concert with the mission of the University, College and School, the MSAT is a community of faculty, preceptors, students, and staff who promote a holistic and integrative approach to the health care of athletes and physically active individuals. The MSAT philosophy is built upon a strong scientific foundation that merges evidenced based practice with a thirst for life-long learning. The MSAT offers a modern curriculum of didactic and clinical experiences that align with the Commission on Accreditation of Athletic Training Education (CAATE) *Standards and Guidelines for an Accredited Program for an Athletic Trainer*.

Program Goals

1. Prepare students for entry-level practice by integrating the professional competence domains identified in the most current Role Delineation Document published by the Board of Certification (BOC).
2. Integrate didactic knowledge and clinical skills with a value system that will promote success as an entry-level athletic trainer.
3. Expose students to diverse clinical education settings and other educational experiences that foster professional development and networking.
4. Promote involvement in research, evidence-based practice, and professional development.
5. Encourage involvement and leadership opportunities with the NATA and related organizations both at the student and professional levels.
6. Foster personal and professional growth consistent with high ethical and moral standards.
7. Foster interprofessional education and interdisciplinary practice techniques.
8. Develop cultural competency through the appreciation and respect of all individuals.
9. Prepare students for BOC examination eligibility and successful completion.

Specific and measurable outcomes for knowledge, skills, and behaviors have been established for the MSAT:

(PLO1) Assimilate a thorough understanding of all professional competence domains identified in the most current Role Delineation Document published by the BOC; attain eligibility to sit for the BOC national examination and the NASM CES examination and execute successful completion.
(SLO1) Formulate in-depth understanding of the athletic training knowledge, skills, and behaviors specific to the domain areas of professional competence.

(PLO2) Promote interprofessional communication and interdisciplinary practice that fosters professional development and networking.
(SLO 2) Corroborate with varying healthcare professionals to promote interdisciplinary understanding and communication with all stakeholders (e.g. patients, medical professionals, coaches, peers.)

(PLO3) Integrate didactic knowledge and clinical skills with high ethical and moral

standards that will promote success as an athletic trainer.
(SLO 3) Precipitate critical thinking, clinical judgment, and adaptability in the healthcare environment maintaining cultural competence consistent with the moral and ethical standards of the profession.

(PLO4) Independently quantity, synthesize, and assimilate research into evidence-based practice (EBP) that fosters optimal patient outcomes.
(SLO 4) Exhibit confidence and the ability to challenge conventional concepts in healthcare delivery through critical evaluation and discussion (e.g. Evidence-Based Practice (EBP) for optimizing patient outcomes and professional communication).

(PLO 5) Initiate leadership opportunities with the NATA and related organizations both at the student and professional levels.
(SLO 5) Participate in at least two virtual or in-person conferences/workshops during their time in the program.
*PLO: Program Learning Outcome SLO: Student Learning Outcome

MSAT Administrative Roles

For a MSAT to be successful, the involved personnel must be aware of the importance of each person's role. This section outlines the responsibilities of each position in the program.

Program Director

College: Health and Human Services
School: Exercise and Nutritional Sciences
Reports To: Director of Exercise and Nutritional Sciences
Positions Supervised: Clinical Education Coordinator
Preceptors
Adjunct Faculty
Graduate Assistants/Teaching Assistants
Athletic Training Students

Basic Function: The Program Director is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the Athletic Training Program. This individual must be an excellent leader, have a broad-based knowledge of the Athletic Training profession, have excellent management skills, and possess the necessary qualifications to perform the functions as identified in the Commission on Accreditation of Athletic Training Education (CAATE) standards. The Program Director must be a full-time faculty member of San Diego State University whose primary assignment is to the athletic training program, be in good standing with the Board of Certification (BOC), and shall fulfill the following duties and responsibilities:

- Plan, develop, implement, deliver, document, and assess all components of the curriculum;
- Document on-going compliance with the CAATE standards including the completion of annual reports, self-studies, and coordination of site visits;
- Provide input to and assure quality clinical education;
- Manage the programmatic budget;
- Serve as the program liaison with academic administrators;
- Provide input on the selection and evaluation of program personnel;
- Serve as the program liaison with the CAATE, the National Athletic Trainers' Association, and/or the BOC;
- Provide updated information to the students, staff, and faculty with regard to the program;
- Serve as the final authority in determining any actions surrounding students in the program; and
- Demonstrate current clinical expertise and scholarship.

Clinical Education Coordinator

College: Health and Human Services
School: Exercise and Nutritional Sciences
Reports To: Director of Exercise and Nutritional Sciences and Program Director
Positions Supervised: Preceptors
Graduate Assistants/Teaching Assistants
Athletic Training Students

Basic Function: To provide the coordination, supervision, and evaluation of the clinical education component of the Athletic Training Program in consultation with the Program Director. This individual must demonstrate adequate leadership and clinical skills in student-based learning and competency-based education. The Clinical Education Coordinator must be a full-time faculty member of San Diego State University, be in good standing with the Board of Certification (BOC), and shall fulfill the following duties and responsibilities:

- Oversee the student assignments to athletic training clinical experiences and supplemental clinical experiences;
- Assure student clinical progression;
- Conduct and/or oversee the on-going evaluation of students, preceptors, and clinical sites;
- Provide input on preceptor selection;
- Conduct on-going preceptor training to ensure professional Development;
- Provide a manual for preceptors, which details the policies and procedures of the program and their responsibilities as an extension of the academic program;
- Identify the psychomotor skills to be acquired during clinical education experiences and establish criteria for student evaluation;
- Assign students to clinical rotations and provide the preceptor with the names and emails of students assigned to that site in a timely manner;
- Maintain ongoing communication with preceptors;
- Contact each preceptor during the student's clinical rotation to review the student's progress, determine student competence in their clinical skills, and identify areas that need improvement;
- Ensure that all necessary evaluation forms are completed by preceptors and students and that these evaluations are maintained in the appropriate official file;
- Meet with each athletic training student during each clinical rotation to discuss clinical evaluations and experiences;
- Assess preceptors and clinical sites and provide feedback to improve clinical education;
- Serve as a moderator when problems arise in the clinical setting; and
- Demonstrate current clinical expertise and scholarship.

Athletic Training Faculty

College:	Health and Human Services
School:	Exercise and Nutritional Sciences
Reports To:	Director of Exercise and Nutritional Sciences and the Program Director
Positions Supervised:	Graduate Assistants/Teaching Assistants Athletic Training Students

Basic Function: To provide instruction of athletic training knowledge, skills, and abilities in required coursework. This individual must demonstrate adequate instructional skills in student-based learning and competency-based education as well as effective advising/mentorship of students. Athletic Training Faculty may be a full-time faculty member of San Diego State University or a part-time adjunct faculty member. Faculty who are athletic trainers must be in good standing with the Board of Certification (BOC). Faculty who are not athletic trainers must be appropriately credentialed and in good standing with the regulatory agencies of their profession. Athletic Training Faculty shall fulfill the following duties and responsibilities:

- Incorporate the most current athletic training knowledge, skills, and abilities as they pertain to their respective teaching areas;
- Demonstrate current clinical expertise and scholarship;
- Teach and evaluate the National Athletic Trainers' Association Educational Competencies assigned to their respective teaching areas;
- Provide a course syllabus with a daily/weekly schedule to show the appropriate documentation of inclusion of assigned educational competencies;
- Meet every scheduled class for the entire allotted time;
- In the case of an emergency or illness, notify the Program Director and make provisions for covering the class (in advance) if possible;
- Incorporate a culmination project or capstone experience during the semester; and
- Administer final exams during the official exam days noted on the academic calendar.

Medical Director

College:	Health and Human Services
School:	Exercise and Nutritional Sciences
Reports To:	Program Director
Positions Supervised:	Preceptors
	Athletic Training Students

Basic Function: To provide competent direction and/or guidance to ensure that the medical components of the curriculum, both didactic and supervised clinical practice, meet current acceptable performance standards. This individual must be involved in the Athletic Training Program and encourage other physician(s) to be involved in the Athletic Training Program as well. The Medical Director must have a sincere interest in the professional preparation of the athletic training student and should be willing to share his/her/their knowledge through ongoing informal discussion, clinics, in-service educational sessions, and shall fulfill the following duties and responsibilities:

- To participate in the education of athletic training students in both the didactic and clinical components of the athletic training program;
- To conduct and/or facilitate annual guest lectures in didactic courses as agreed upon with the Program Director; and
- To assist with medical and other health care personnel involvement in the formal instruction of athletic training students.

Preceptor

College: Health and Human Services
School: Exercise and Nutritional Sciences
Reports To: Program Director
Clinical Education Coordinator
Positions Supervised: Athletic Training Students

Basic Function: A preceptor is a certified/licensed health care professional who teaches and evaluates athletic training students in a clinical setting using an actual patient base and who has completed preceptor training. A preceptor provides instruction and evaluation of clinical proficiencies in classroom, laboratory, and/or in clinical education experiences through direct supervision of athletic training students. The role of a preceptor as an educator and a mentor is a critical component in the education of athletic training students. The preceptor will assist the student in developing and refining his/her athletic training clinical proficiency skills and foundational knowledge in the field of athletic training according to his/her level in the Athletic Training Program. All preceptors utilized by San Diego State University Athletic Training Program will be expected to (if applicable):

- Directly supervise students during clinical education;
- Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission on Accreditation of Athletic Training Education;
- Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills, and clinical decision-making during actual patient/client care;
- Provide assessment of athletic training students' clinical integration proficiencies, communication skills, and clinical decision-making during actual patient/client care;
- Facilitate the clinical integration of knowledge, skills, and evidence regarding the practice of athletic training;
- Complete initial and on-going preceptor training conducted by the Clinical Education Coordinator;
- Demonstrate understanding of and compliance with the policies and procedures set forth in the Athletic Training Program Policy and Procedure Manual;
- Provide the athletic training student with adequate orientation to the policies and procedures of the clinical site;
- Submit required forms by the deadlines established by the program;
- Establish regularly scheduled meetings with the athletic training student throughout the semester to review his/her progress relative to the goals and objectives of the clinical experience;
- Immediately report any misconduct or gross clinical proficiency skill deficiencies demonstrated by the student to the Clinical Education Coordinator;
- Attend all clinical education meetings as requested by the program;
- Demonstrate current clinical expertise; and
- Provide a current resume, verification of BOC certification (athletic trainers only), proof of membership to the NATA (athletic trainers only), and proof of professional liability insurance.

Athletic Training Program Administrative Staff

College: Health and Human Services
School: Exercise and Nutritional Sciences
Reports To: Director of Exercise and Nutritional Sciences
Program Director

Basic Function: To provide administrative support to the faculty members in the Athletic Training Program related to the day-to-day operation, coordination, supervision, and evaluation of all aspects of the program. The Administrative Support Staff shall fulfill the following duties and responsibilities:

- Order supplies for the program and maintain inventory records of instructional supplies, program supplies, and equipment for educational purposes;
- Maintain a current list of income and expenditures;
- Maintain student files, faculty files, and preceptor files, by monitoring the receipt of required documentation for the program and accreditation;
- Complete and follow-up on the necessary paperwork, documentation, correspondence, and fees required for the program and accreditation;
- Mail letters, brochures, or other correspondence to current students, prospective students, faculty, clinical faculty, accreditation personnel, or other individuals as stipulated by faculty in the program;
- Facilitates the completion of the necessary forms for timely payment of affiliated faculty (adjuncts and teaching assistants) and clinical faculty; and
- Secure on-time payment for accreditation fees and other invoices as necessary.

MSAT Program Faculty and Preceptors

SDSU Athletic Training Faculty

Program Director: Margo Greicar, EdD, ATC mgreicar@sdsu.edu
Clinical Coordinator: Kim Detwiler, DAT, ATC, CSCS kdetwiler@sdsu.edu
Associate Professor: Denise Lebsack, PhD, ATC dlebsack@sdsu.edu
Assistant Professor: Michelle Rawlins, PhD, ATC mrawlins@sdsu.edu

Local San Diego Area Clinical Sites and Clinical Site Coordinators

University of San Diego Justine Coliflores, MA, ATC jcoli@sandiego.edu	**Cathedral Catholic High School** Austin Walker, ATC awalker@cathedralcatholic.org
University of California, San Diego Christian Ahlstrom, MAT, ATC cahlstrom@ucsd.edu	**California State University, San Marcos** Paul Signorelli, MS, ATC psignorelli@csusm.edu
Mesa Community College Tim Fischer, MS, ATC tfischer@sdccd.edu	**USA Rugby** Nicole Titmas, ATC ntitmas@usa.rugby
San Diego City College Jayme Jenkins, MA, ATC, LAT jjenkins001@sdccd.edu	**Grossmont Community College** Joe Parry, MA, ATC joseph.parry@gcccd.edu
La Jolla Country Day School Christine Mitchell, cmitchell@ljcds.org	**Pro To Col Sport Systems** Kara Garcia, DPT, PT, ATC karagarcia@protocolsportsystems.com

Immersive Clinical Sites Outside of San Diego Area

SITE	GOVERNING ORGANIZATION	RELATIONSHIP INITIATED
Jacksonville Jaguars	National Football League	2023
Utah Warriors	Major League Rugby	2023
University of Arizona	National Collegiate Athletics Association	2023
Community College of San Francisco	California Community College Athletics Association	2023
LA Galaxy	Major League Soccer	2023, 2024, 2025

Stanford University	National Collegiate Athletics Association	2024, 2025
LA Chargers	National Football League	2022
School of Infantry - East, Human Performance Center	United States Navy	2024
Woodward PA	Woodward Extreme Sports Camps	2024
Arizona Diamondbacks	Major League Baseball	2024
Buffalo Bills	National Football League	2024
Tennessee Titans	National Football League	2025
Texas A&M University	National Collegiate Athletics Association	2025
University of Southern California	National Collegiate Athletics Association	2025

Discrimination Policy
The MSAT supports and is committed to the University policy on discrimination:

"California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU Executive Order 1097 - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. CSU Executive Order 1097 Revised August 14, 2020, (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

California State University does not discriminate on the basis of disability (physical and mental) - as this term is defined in CSU Executive Order 1097 - in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Students should address inquiries concerning San Diego State University's compliance with all relevant disability laws to the director of the Student Ability Success Center, Calpulli Center, Room 3101, San Diego State University, CA 92182, or call 619-594-6473 (TDD: 619-594-2929).

California State University does not discriminate on the basis of gender (or sex), gender (including transgender) identity, gender expression, or sexual orientation - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such

discrimination. The California State University is committed to providing equal opportunities to all CSU students in all campus programs, including intercollegiate athletics."

Additionally, the MSAT supports the *SDSU Kumeyaay Land Acknowledgement* statement:

We stand upon a land that carries the footsteps of millennia of Kumeyaay people. They are a people whose traditional lifeways intertwine with a worldview of earth and sky in a community of living beings. This land is part of a relationship that has nourished, healed, protected and embraced the Kumeyaay people to the present day. It is part of a world view founded in the harmony of the cycles of the sky and balance in the forces of life. For the Kumeyaay, red and black represent the balance of those forces that provide for harmony within our bodies as well as the world around us.

As students, faculty, staff and alumni of San Diego State University we acknowledge this legacy from the Kumeyaay. We promote this balance in life as we pursue our goals of knowledge and understanding. We find inspiration in the Kumeyaay spirit to open our minds and hearts. It is the legacy of the red and black. It is the land of the Kumeyaay.

The Center for Student Rights and Responsibilities also serves to investigate complaints of alleged discrimination or sexual harassment. The Center for Student Rights and Responsibilities is located in the Student Services Building, Room 1604.

Disability Services and Technical Standards for Admission
The Athletic Training Education Program works collaboratively with the Student Ability Success Center (SASC) to make accommodations for students with disabilities. The SASC office is located in the Calpulli Center, Room 3101. As part of the program admission requirements, students must meet the Technical Standards for Admission as indicated below:

TECHNICAL STANDARDS FOR ADMISSION
The Master of Science in Athletic Training at San Diego 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 athletic health care to a wide spectrum of patients. The technical standards set forth by the Athletic Training Professional 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: Committee on Accreditation of Athletic Training Education (CAATE). All students upon admission to the MSAT must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

<u>Candidates for selection to the MSAT must demonstrate</u>:
1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform CPR, primary and secondary surveys, emergency transport and transfers,

appropriate physical examinations, and manual therapeutic exercise procedures; including the safe and efficient use of equipment and materials during the assessment and treatment of patients.

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to write effectively as it relates to the discipline

Candidates for selection to the athletic training professional 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 SACS office will evaluate a student who states he/she 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 he/she/they can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

It is the student's responsibility to inform faculty about disabilities and needs for accommodation at the time of application and/or enrollment in a course. Students who develop disabilities requiring accommodation once admitted to the MSAT, must inform the AT Program Director and pertinent faculty within one week of learning of the disability.

MSAT Costs and Financial Assistance

MSAT Costs
Graduate Tuition and fees:
https://sacd.sdsu.edu/financial-aid/financial-aid/eligibility/cost-of-attendance/cost-of-attendance-tables/graduate-and-doctoral-students

There will be additional costs (above tuition and fees) which each student is responsible for while completing the MSAT, which may include, but are not limited to:

1. Students must provide their own transportation to and from campus, this includes parking expenses.
2. Students must provide their own transportation to on and off-campus affiliated clinical education sites, this includes parking expenses.
3. Clinical education professional apparel and personal equipment.
4. Student membership of the National Athletic Trainers' Association. Annual cost is ~ $125.
5. San Diego State University provides Professional Liability Insurance (PLI) for the ATS as part of the Clinical Site Service Learning Agreement as it relates to the clinical

requirements of the MSAT.

a. If you plan to participate in any "Volunteer Experiences" outside the clinical requirements of the MSAT, you are required to obtain your own Student Professional Liability Insurance in an amount of no less than $1 million per occurrence and $3 Million annual aggregate.
b. PLI if they are participating in any volunteer hours outside the requirements of the MSAT. Typical coverage is for minimum $1,000,000/ $3,000,000 liability coverage, and costs $25/year. Two examples of companies that provide PLI are HPSO (www.hpso.com) and Marsh Affinity Group (http://www.maginnis-ins.com).

6. Students must obtain medical clearance from a licensed healthcare provider (MD, DO, NP, PA) that includes a review of immunizations. The cost of medical examination ranges from $0-$35 depending on the student's insurance plan. The SDSU Student Health Services offers physical examinations for $40. Tuberculosis screening is free, and the TDap vaccination is available for $38.00. Students are required to use the specified *Medical History* Form and *Physical Examination* Form which can be found on the ATrack website.
7. In order to access the online student portfolio tracking system, ATrack, students must pay an annual membership fee to ATrack of $45/year.
8. Students are expected to join the MSAT Future Athletic Trainers Society (a student directed society). Membership (~$30/year) allows for development of acculturation and professionalism into the profession of Athletic Training.
9. Associated costs with the clinical clearance requirements.

Financial Assistance

Information regarding financial aid and scholarships can be obtained from the Financial Aid and Scholarship Office on campus, located in the Student Services West Building Room SSW-3615. Information on financial aid and scholarships can also be obtained from the following website: http://www.sdsu.edu/financialaid

The following are scholarships available specific to athletic training:

1. National Athletic Trainers' Association (NATA) Foundation Scholarship Program

The NATA Foundation Scholarship Program awards several scholarships each year to undergraduate and graduate athletic training students. The application submission window may change annually but are often due January 15th. Information regarding eligibility and application is available by visiting the following web site:
https://www.natafoundation.org/education/scholarships/
In general, all applicants must:

- Be enrolled in a CAATE accredited entry-level master's program that concludes with a master's degree
- Have a cumulative overall GPA of at least 3.2 (based on a 4.0 maximum)

2. School of Exercise and Nutritional Sciences (ENS) Scholarships

There are several scholarships available to students through The School of Exercise and Nutritional Sciences. Application Periods/Deadlines and Application forms are available on the Financial Aid and Scholarship website:
https://ens.sdsu.edu/student-resources/scholarships/
The application window is typically open March 15-July 30; however, this may change.

While there are many scholarships available, the MSAT has two scholarships students will be able to apply for once enrolled in the program. For the 2023-2024 academic year, the *Robert Bowers, Sr. Scholarship* was active for MSAT students who are also active members of the Future Athletic Trainers Society (FATS). It may be dispersed as one award of $1000 or two awards of $500. For the 2024-2025 academic year, an additional scholarship will be available for current MSAT students. It is the *Voight-Moore Scholarship*. The likely annual scholarship fund will be $2000 with multiple recipients of the scholarship. For example, four recipients would receive $500/each. Both scholarships involve a competitive application process. Additionally, all current MSAT students will be required to apply for scholarship opportunities offered through the NATA and FWATA. These also involve a competitive application process. Students also have an equal opportunity to apply for paid teaching associate positions within the School of ENS. ENS 265L *Care and Prevention of Athletic and Recreational Injuries Laboratory* is offered multiple times throughout both the Fall and Spring semesters.

Academic Advisement
Academic Advising is available to students at three different levels at SDSU:
1. University Advising Center
For information regarding enrollment, degree evaluation/graduation requirements, course articulation/transfer agreements, and general education units.

- Student Services West Room 1551
- 619.594.6668

2. MSAT Advising
Is available for questions specific to the MSAT, MSAT application process, AT profession, BOC Examination requirements, and professional mentoring.

- MSAT Program Director: Margo Greicar, EdD, ATC
  - Office: ENS 123
  - mgreicar@sdsu.edu

Board of Certification (BOC), Inc.
The BOC was incorporated in 1989 to provide a certification program for entry-level athletic trainers and continuing education standards for certified athletic trainers. The purpose of this entry-level certification program is to establish standards for entry into the profession of athletic training. In order to attain BOC certification, an individual must complete an entry-level athletic training education program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC Certification Exam. In order to qualify as a candidate for the BOC Certification Exam, each student must be confirmed by the SDSU Athletic Training Program Director. Students can take the examination in the last semester of their college career. Note: Earning BOC certification does not guarantee the ability to obtain a license to practice athletic training in the United States. Visit the State Regulation page to view laws and contact information for each state and/or contact the BOC for assistance. Currently, the BOC Examination cost is $330.

The BOC is accredited by the National Commission for Certifying Agencies, based in Washington, DC. Annually, the BOC reviews the requirements for certification eligibility and continuing education standards. Additionally, the BOC reviews and revises the certification examination in accordance with the test specifications of a Practice Analysis, 7th Edition that was last validated in 2017.

The SDSU MSAT is committed to preparing all athletic training students to be

successful and competent athletic trainers. A critical step in that preparation is passing the BOC Examination. Students who are enrolled and/or registered in their final semester prior to graduation are eligible to sit for the BOC Examination. The BOC Examination requires the Program Director of the Athletic Training Program to confirm that eligible students have earned, or will earn, their athletic training degree from a program accredited by the Commission on Accreditation of Athletic Training Education.

BOC Examination Candidate Registration Information
To begin the BOC Examination application process, students are encouraged to refer to the candidate handbook available at https://bocatc.org/candidates/ for current up-to-date requirements including eligibility, the application procedure, and the examination process. The application process must be completed online.

The application process is a key component of the course content in ENS 649.

Students must meet the following requirements to obtain endorsement from the Program Director:

- Be in good standing in the program.
- Current in ECC
- Pass the mock BOC exam that is administered by the MSAT with a score of 70% or higher.
- Obtain approval from the Program Director to apply for the BOC exam as documented on the Board of Certification Exam Approval Form.

The following link provides a look at the steps and deadlines for applying and registering for the BOC Examination: https://bocatc.org/candidates/
**Additionally, once you are registered, it will then be your responsibility to schedule your exam time during the specified window.*

PROGRAM REQUIREMENTS

The MSAT at SDSU is divided into two components, didactic and clinical. Both experiences are designed to provide students with a unique opportunity to receive both a high-quality academic education and an extensive clinical experience within the athletic training profession.

All students must successfully complete both the didactic and clinical education components leading to a Master of Science degree in Athletic Training. The MSAT is a cohort model program beginning in late May of each year. The program is delivered over two calendar years (Summer-Fall-Spring-Summer-Fall-Spring terms). Students enter as a cohort during the first summer session and matriculate through sequenced didactic and clinical education courses over the subsequent two years.

Athletic Training Program Expectations

- Become a student member of the National Athletic Trainers' Association prior to the start of Summer Session I. Student membership rate is $125 per year.
- Provide own transportation to off-campus clinical education sites.
- Engage in a clinical experience that averages 25 hours per week at a designated clinical site for a minimum of four semesters.
- Engage in two immersive clinical experience at a designated clinical site for a minimum

of four weeks during the summer semester. Students are expected to engage in the clinical experience whenever their assigned preceptor is fulfilling their athletic training responsibilities.

- Adhere to designated policies and procedures for program retention and progression.
- Provide evidence of completed background check, if required by their assigned clinical site.
- Provide evidence of completed immunizations and a negative Tuberculosis (TB) Skin Test (also known as the tuberculin or PPD test).
- Provide a copy of your current health insurance card or proof of coverage.
- Provide front and back copies of current Emergency Cardiac Care including:
    - Adult CPR, Pediatric CPR, Second rescuer CPR, AED, Airway obstruction, Barrier devices (e.g., pocket mask, bag valve mask)
    - Demonstrated skills. Online ECC courses are acceptable if skills are demonstrated and tested by a certified ECC instructor, a voice assisted manikin (VAM) or a visual assisted manikin. The in-person exam can include video technology.
- Submit a completed Health Evaluation Form, signed by an appropriate health care provider within one year prior to admission.
- Sign declaration of understanding and ability to meet MSAT´s Technical Standards.
- Sign declaration of Program Disclosure Form.
- Sign liability waiver to participate in service learning (clinical) clerkship/internship experiences.
- Complete other procedures as delineated in the MSAT Student Policies and Procedures Handbook.

Specific Requirements for the Master of Science Degree

The MSAT is a professional program and not a research degree. Students in the program will be involved in evidence-based practice/translational research projects as part of coursework and through clinical internship experiences. Students are expected to complete the program in two years while attending full-time as there is no part-time program. The number of required units for the MSAT program of study is 63 units. There are no elective courses. Students must earn a minimum grade point average of 3.0 for all courses attempted in the MSAT. Students will fulfill the culminating experience requirement through the Plan B (non-thesis option) by successfully completing the ENS 604-607 course series. Specifically, students will submit a capstone project as part of ENS 607 in their final semester that highlights their growth and implementation of the evidenced based process within a medical model. Students admitted conditionally will be required to take courses in preparation for the MSAT that do not fulfill degree requirements, if their conditions warrant.

Retention and Academic Probation Policies

- A graduate student whose cumulative grade point average falls below 3.0 for work attempted at San Diego State University will be placed on academic probation at the end of the semester.
- If during the first semester on probation the student does not achieve a term GPA of a 3.0 or better, the student will be disqualified from San Diego State University.
- If during the first semester on probation the student earns a term GPA of 3.0 or better in San Diego State University coursework, but has an overall cumulative GPA less than 3.0, the student will continue academic probation for a second semester.
- If at the end of the second semester a student fails to achieve a cumulative GPA of 3.0, the student will be subject to academic disqualification from further attendance at the University.

- If at the end of the second semester the student has attained a 3.0 cumulative GPA or better on all work attempted at San Diego State University, academic probation will be lifted.

The athletic training student must also meet with the Program Director on a regular basis to ensure academic improvement through study hall assignments, tutoring services, and/or other counseling. Mid-semester grade reports will be collected and sent directly to the Program Director by all students on academic probation. A student may be placed on academic probation for a maximum of two semesters, either consecutively or inconsecutively. If a student fails to meet the academic standards of the program after two semesters of probation, he/she will meet with the Program Director and be given a written dismissal verification notice. A copy will be filed in the student's academic file maintained by the Program Director. The student does have the right to appeal via the College of Health and Health Sciences grievance process. Refer to the "Readmittance & Appeal Policies" noted later in the document. The student may seek options other than athletic training or transfer to another institution.

Academic Honesty

The University adheres to a strict policy regarding cheating and plagiarism. *Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU's Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty.* In addition to a University review of the incident(s), the School of Exercise and Nutritional Sciences may also take disciplinary action which, depending on the severity of the incident, could result in one or all of the following sanctions: a grade of "F" on the assignment in question, dropping of one letter grade from your final grade in the class, or, for multiple or severe incidents, a grade of "F" in the class. You may receive an incomplete in a class, which will be removed once the investigation of the incident has been completed.

Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined below; and (j) knowingly and intentionally assisting another student in any of the above.

Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class
- Using or copying another student's work to complete your own assignments or quizzes
- Forging a Preceptor's signature on work completed at your clinical site

If you have questions on what plagiarism is, please consult the policy.

SDSU Grade Policies
San Diego State University uses a 4.0 grade point system. Faculty members use all grades from A through F to distinguish among levels of academic accomplishment. For complete information regarding SDSU Grading, please visit: https://registrar.sdsu.edu/students/academic_status/grading

Grade Changes/Appeal Process
If you believe that the grade assigned for a course is incorrect, you should attempt to resolve the matter informally with the instructor. If the matter cannot be resolved informally, you may present the case to the appropriate campus entity. Requests to improve an earned grade assigned at the end of the semester by completing additional coursework are not considered. This should be addressed immediately after the grade is posted. If twelve or more months have elapsed since the grade was issued, no grade change will be made. Additionally, once you have graduated, your record is sealed. No changes will be made to the work completed for that degree.

Repeating a Course
Ordinarily, a graduate student may not repeat courses. However, with prior permission of Graduate Studies, a student may repeat *one course* on the official Program of Study in which a grade of C or lower has been earned. (Some programs have a higher minimum grade requirement; see your program's Catalog entry.) Course repeat petitions are sent to Graduate Studies by the program's graduate advisor. Repeated courses must be taken at SDSU, and may not be taken for Credit / No Credit (Cr/NC). When a graduate student repeats a course, both grades will remain on the student's permanent record and both grades will be calculated in all grade point averages. There is no "course forgiveness" policy for graduate students, with one rare exception. Upon appeal to the College of Graduate Studies, the first grade for a repeated course may be omitted from all GPA calculations if the first grade was withdrawal unauthorized (WU).

Incomplete Grade Policy
An incomplete grade is a temporary designation given at the discretion of the instructor for work not completed because of a serious interruption not caused by the student's own negligence. An incomplete must be made up within two terms or it will automatically default to an F. There is no extension of the two-term deadline, which includes the summer term. To complete the course, the student must consult with the instructor who will define the remaining requirements for successful completion.

Withdrawal or Late Schedule Adjustments
Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the University's official withdrawal procedures. Failure to follow formal University procedures may result in an obligation to pay fees as well as the assignment of failing grades in courses. Current students withdrawing from the

university prior to the schedule adjustment deadline should complete the Request for Withdrawal Prior to Schedule Adjustment form. Dropping all courses does not constitute an official withdrawal. A withdrawal prior to the schedule adjustment deadline will remove all courses from your academic transcript for the semester. All new students withdrawing prior to the schedule adjustment deadline are required to reapply and be readmitted to the university for future semesters.
https://registrar.sdsu.edu/students/academic_status/withdrawal-late-schedule-adjustment

Student Grievance Code
A grievance shall be a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the faculty, administration, or staff that in any way adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall lie with the complainant.

Procedures For Handling Student Grievances Against Members of the Faculty
If you have an issue with a professor, the Student Ombudsman will suggest steps for you to take toward resolving any conflict quickly and informally. Depending on the situation, these steps may feel inappropriate or uncomfortable. If that is the case, do not hesitate to speak with the Student Ombudsman about trying a different route. At any point during this process, you are more than welcome to meet with the Student Ombudsman and discuss your concerns.

Step 1: Talk to the Professor or Instructor of Record
Often conflicts are a result of misunderstandings or miscommunications and can be resolved with a simple conversation. Approach the situation with an open mind and a positive attitude.If the professor is unresponsive or you do not feel satisfied with the results of your efforts, then . . .

Step 2: Talk to the Department Chair
The Department Chair of the particular department in which you are experiencing a conflict can be very helpful. Department Chairs know the professors within their departments well and have a strong understanding of the policies within that department.
Additionally, other students may be experiencing problems similar to yours, and it is helpful for the Department Chair to be fully aware of the extent of student concerns. If you are feeling unsatisfied after speaking with the Department Chair, then . . .

Step 3: Talk to the Assistant Dean for Student Affairs (see list below)
Each College within San Diego State University has an Assistant Dean for Student Affairs. The Assistant Deans have a broad knowledge of the policies within their respective colleges, and they work specifically to enhance students' college experiences.
If you feel the Assistant Dean for Student Affairs is unable to help you to your satisfaction, then…

Step 4: Meet with the Student Ombudsman
The Student Ombudsman will work with you directly to help you figure out your options and the appropriate next steps.

The student can return to the Office of the Student Ombudsman as many times as they need in order to feel that their issue has been addressed. This process exists to help students resolve concerns on the most informal level possible – often salvaging student/faculty relationships and saving students' time in the long run. Additionally, students must exhaust informal levels of

redress before filing a formal grievance with the Student Grievance Committee (for more information please see Student Grievance Code and Student Grievance Committee Procedures).

Advancement to Candidacy

All students must satisfy the general requirements for advancement to candidacy, as described in the University Bulletin. A student cannot be recommended for advancement to candidacy with a letter grade below C.

Summer I (6 Units)	
ENS 625 Emergency Management of Sports Trauma	2
ENS 626 Clinical Anatomy	2
ENS 627L Prophylactic Interventions in Athletic Training	1
ENS 628 Introduction to Therapeutic Modalities	2
Summer II (5 Units)	
ENS 689A Athletic Training Clinical Internship I	5
Fall Semester I (13 Units)	
ENS 604 Evidenced Based Practice in Athletic Training I	1
ENS 620 Pathopharmacology for Athletic Trainers	3
ENS 653 Musculoskeletal Diagnostics for the Ankle, Foot, Knee and Hip	2
ENS 653L Musculoskeletal Diagnostics for the Ankle, Foot, Knee and Hip Lab	1
ENS 663 Musculoskeletal Interventions for the Ankle, Foot, Knee and Hip	3
ENS 663L Musculoskeletal Interventions for the Ankle, Foot, Knee and Hip Lab	1
ENS 699A Athletic Training Clerkship I	2
Spring Semester I (12 Units)	
ENS 654 Musculoskeletal Diagnostics for the Shoulder, Elbow, Wrist and Hand	2
ENS 654L Musculoskeletal Diagnostics for the Shoulder, Elbow, Wrist and Hand Lab	1
ENS 664 Musculoskeletal Interventions for the Shoulder, Elbow, Wrist and Hand	3
ENS 664L Musculoskeletal Interventions for the Shoulder, Elbow, Wrist and Hand Lab	1
ENS 638 Bio-Psychosocial Theories and Strategies in Athletic Training	2
ENS 605 Evidence-Based Practice in Athletic Training II	2
ENS 699B Athletic Training Clerkship II	2
Summer II (5 Units) Session 2:	
ENS 689B Athletic Training Clinical Internship II.	5
Fall Semester II (13 Units)	
ENS 655 Musculoskeletal Diagnostics for the Head, Sacroiliac and Spine	2
ENS 655L Musculoskeletal Diagnostics for the Head, Sacroiliac and Spine Lab	1
ENS 665 Musculoskeletal Interventions for the Head, Sacroiliac and Spine	3
ENS 665L Musculoskeletal Interventions for the Head, Sacroiliac and Spine Lab	1
NUTR 512 Nutrition for Athletes	3
ENS 606 Evidence-Based Practice in Athletic Training III	2
ENS 699C Athletic Training Clerkship III	2
Spring Semester II (10 Units)	
ENS 648 Professional Ethics, Management, Informatics and Leadership in Athletic Training	2
ENS 649 Professional Preparation in Athletic Training	1
ENS 607 Evidence-Based Practice in Athletic Training IV	1
ENS 699D Athletic Training Clerkship IV	2

**The school expects the student to complete the degree requirements within seven years. Failure to complete the degree requirements within seven years will result in dismissal from the program.*

Clinical Education Overview

The clinical component requires a **minimum of two years** of clinical experience under the direct supervision of a preceptor with most of those clinical hours being supervised by a certified athletic trainer. Athletic training students will gain experience with both women and men's sports teams and will be exposed to a variety of sporting activities. Most of the clinical education experiences will take place at a minimum of two assigned clinical sites. Each ATS will be assigned one or more clinical sites per academic year. Within the clinical site rotation, ATS will be assigned to one or more preceptors.

Clinical Clerkships

Each eligible ATS is assigned to a preceptor at their clinical site to help guide them through the clinical education experience. Preceptors will guide, instruct, supervise, and evaluate clinical proficiency progress during the clinical education tenure. ATS will be expected to spend an average of 20-25 hours per week in clinical education. While week-to-week this hour requirement might vary depending on the assigned preceptor's sport assignment(s) and season, the monthly average should not exceed 25 hours weekly. This ensures an adequate learning environment and exposure to athletic training clinical techniques. Per the clinical clerkship/internship course syllabi requirements and the annual *Student Participation Agreement*, ATS will be expected to complete clinical hours outside of the traditional academic semester. Specific date expectations are outlined in the *Student Participation Agreement* which is sent via Adobe Sign.

Athletic Training Immersive Clinical Experience (Clinical Internship)

In compliance with the CAATE 2020 Professional Standards, the SDSU MSAT requires all students to complete two athletic training immersive clinical experiences within the two academic years of the program. The immersive clinical experience occurs across the *pre-season* prior to the start of the traditional academic calendar (Internship in AT I) and the second Summer of the MSAT (Internship in AT II). The immersive clinical experience is a course requirement for the Clinical Internship courses.

> ***The CAATE Standard 16****:*
> *The clinical education component is planned to include at least one athletic training immersive clinical experience.*
>
> *An athletic training immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program.*

Financial Compensation for an Internship or Clerkship

Occasionally, a clinical site will offer financial compensation in the form of a stipend or hourly paid wage for the athletic training student. All students are eligible to apply for an internship or clerkship at such a clinical site. The process for matching students to such a clinical site is competitive and selective.

ATrack

In order to track an ATS's progress in the program and monitor program requirements, preceptors will be using an on-line system, ATrack. This system allows for convenient entry of data, analysis of data, and program supervision by both preceptors and the MSAT administration. In order to have access to ATrack, you must be a current member of the NATA and maintain your membership and pay an annual fee to access ATrack.

Learning Over Time

Learning in the clinical education setting is not a passive process that occurs merely through student observation. The ATS must continuously and actively assess, with their preceptor, their own cognitive and psychomotor abilities. In order to maximize the clinical learning opportunity, the ATS must assume the responsibility for *self-initiated* learning over time and ongoing insightful reflection on life-long learning. Success in the clinical education component of the program requires responsibility, diligence, and intrinsic motivation. The ATS is expected to be a

proactive learner. Preceptors are expected to be facilitators and mentors of this process.

Learning over time involves four basic phases:

Phase 1: ATS learns a task/skill with direct/hands-on instruction from a preceptor/MSAT faculty.
Phase 2: ATS performs the task/skill correctly with stand-by assistance/supervision from the preceptor/MSAT faculty.
Phase 3: ATS performs the task/skill without assistance from the preceptor/MSAT Faculty but direct supervision is maintained by the preceptor/MSAT faculty.
Phase 4: ATS selects, applies, and performs the task/skill appropriately and correctly in a clinical situation or simulation with direct supervision by a preceptor/MSAT faculty.

Some of these skills/tasks may be learned early in the academic and/or clinical components of the program. However, most will not be mastered until the ATS final semester of their clinical experience. In addition, the ATS may never be exposed to actually performing various tasks in their field experience (e.g., CPR). In circumstances where actual patient care cannot be demonstrated, simulations will be utilized.

Clinical Education Feedback
Program improvements are based highly on student feedback. As a member in good standing of the MSAT, you will be expected to provide timely feedback when requested regarding the program and all its components including but not limited to:
- Preceptor evaluations
- Clinical site evaluations
- Program evaluations
- MSAT course evaluations

Clinical Supervision and Student Travel Policy
All ATS must adhere to the following guidelines while performing athletic training skills in the clinical setting:

- An ATS must be supervised at all times by their assigned preceptor or a site-affiliated preceptor. The preceptor must be physically present during team practices, competitions, open athletic training room hours, and team travel. The preceptor must have the ability to intervene on behalf of the ATS and patient. Where a preceptor is not available "to intervene on behalf of the athletic training student" (e.g., the preceptor leaves the scene momentarily), the ATS is considered unsupervised. Should an injury to a patient occur while unsupervised, the ATS may act as a prudent person under similar circumstances but is NOT allowed to perform any athletic training skills. Accordingly, the ATS should notify the preceptor of the situation.
- Team travel without direct supervision by a preceptor is contrary to CAATE Standards and; therefore, is not permitted.

The following guidelines were developed to specifically address when an ATS is not directly supervised, which may occur when a preceptor is required to leave the scene ***momentarily***. In these cases, the ATS is not and cannot be required to remain at the event/game but may choose to do so. Should this occur on a regular basis, the student must notify the program director and/or the clinical coordinator immediately. There will be no exceptions. To be considered an ATS the student must be directly supervised.

Should a preceptor leave the scene momentarily, the ATS:
- Understands that remaining at the location is **not required.**
- May act as any prudent layperson would, should an injury occur.
- Must immediately notify the preceptor should an injury occur.
- May apply basic bandaging and wound care for an acute injury.

Clinical Education Requirements

Documentation of Clinical Education Hours via ATrack
On a daily basis, you are expected to record your clinical hours and activities via the ATrack system. This procedure is a SDSU MSAT requirement. Any time spent for educational in-service may also be counted. It is the ATS's responsibility to discuss any issues regarding clinical hours with their preceptor. ATSs are expected to gain an experience of approximately 20 hours/week (average) during their clinical experiences. They need to be verified by a preceptor each week via the ATrack system. Failure of the ATS to record hours within seven days of completion will result in forfeit of said clinical hours. Any falsification of clinical hours will result in suspension and/or dismissal from the MSAT.

Documentation of Patient Encounters
It is important to the SDSU MSAT and required by CAATE that students gain a wide exposure to various illnesses and conditions. Students will document their encounters with various medical conditions and illnesses through ATrack's "Patient encounter tracking" function. This will allow the program to ensure students are getting a well-rounded experience. Details on tracking of these patient encounters will be further explained in the 689 and 699 course series.

Confidentiality
HIPAA: Health Insurance Portability and Accountability Act
Medical records are kept on patients. HIPAA is a federal regulation that requires all health care professionals to protect your patient's right to privacy. HIPAA states that you cannot discuss the personal health information (PHI) of the patient. You can only discuss this information with the physician and the appropriate healthcare professional(s). Do not discuss the PHI of the patient in a public setting as that information could possibly identify the patient and their condition. Each clinical site will have specific rules relating to HIPPA. Please discuss with your assigned preceptor for specifics.

FERPA: Federal Family Education Rights and Privacy Act
FERPA 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. For more information regarding your student privacy rights, please visit:
https://registrar.sdsu.edu/students/additional_resources_students/student_privacy_ferpa

Current Emergency Cardiac Care
ATS are required to obtain Emergency Cardiac Care (ECC) certification in order to apply to the professional program. They are expected to maintain this certification throughout their clinical experiences. It is not the responsibility of the MSAT or a clinical site to certify the ATS or pay for the cost of the certification(s). Students should check with their clinical site for their specific recommendation on how to obtain/maintain certification.
Emergency Cardiac Care includes:

- Adult CPR, Pediatric CPR, Second rescuer CPR, AED, Airway obstruction, Barrier devices (e.g., pocket mask, bag valve mask)
- Demonstrated skills. Online ECC courses are acceptable if skills are demonstrated and tested by a certified ECC instructor, a voice assisted manikin (VAM) or a visual assisted manikin. The in-person exam can include video technology.

Required Immunizations and COVID-19
For information regarding immunizations required by SDSU prior to enrolling, please visit: https://sacd.sdsu.edu/student-health-services/immunizations/required-vaccinations/immunization-requirements

ATS are required to adhere to Centers for Disease Control (CDC), San Diego County Health, and institutional guidelines regarding COVID-19 regulations and mandates. COVID-19 vaccination is required by all students and should an ATS test positive, it is required they notify SDSU via the COVID reporting form (COVID-19 Reporting Form), along with notifying the MSAT administration, assigned preceptor, and course faculty. Should an ATS need to self-quarantine, it is the responsibility of the ATS to adhere to faculty/syllabi protocol for virtual attendance and/or course work.

Disciplinary Action Policy
The MSAT is representative of many entities including, but not limited to San Diego State University, the College of Health and Human Services, the School of Exercise and Nutritional Sciences; and the internship and clerkship clinical sites. Student's in the MSAT are expected to accept and uphold the professional, historical, ethical, and organizational components that define the proper roles and responsibilities of an athletic training student and an athletic trainer. ATS are also expected to intervene in situations that conflict with program standards. Additionally, ATS are expected to be advocates for the MSAT and the athletic training profession.

Should a student breach these expectations, formal documentation of the breach of conduct is required and will be placed in the student's ATrack file. Formal documentation can be submitted by any one of the MSAT faculty or preceptors. Following written notification, the student is required to meet with the program director, clinical coordinator, and the preceptor to develop a disciplinary action plan. Should a student receive more than two formal notifications for breach in conduct, they are at risk for removal from the MSAT.

The following disciplinary actions may be taken:
- Verbal Warning
- Written Notice (requires meeting with ATS, Preceptor, PD, and CC)
- Probation
- Program Dismissal

Following written notification, the student is required to meet with the Program Director and/or Clinical Coordinator and the current supervising preceptor to develop a disciplinary action plan. The student is given a timeline for action and should they not comply, they are at risk for removal from the MSAT.

Drugs, Alcohol, Tobacco, and Other Illegal or Abused Substances
The above substances are not permitted in the classroom and clinical sites. As per the *NATA Code of Ethics 2.6*, members shall refrain from substance and alcohol abuse. Excessive personal use of these substances that affect your performance is grounds for probation and/or dismissal from the

MSAT. Athletic training students are subject to any Institutional and/or NCAA Drug usage policies.

Evaluations
Each semester, you will be evaluated on your progress and performance regarding your clinical experiences and competency of the clinical proficiencies. At the beginning of each semester, you will formulate and discuss semester goals with your assigned preceptor. Evaluations will occur two times/semester. The first will consist of a mid-semester check-in between the student and their assigned preceptor. The second evaluation will be a final evaluation in which a grade for the appropriate clinical clerkship/internship will be assigned. Please refer to the course syllabi for the clinical clerkships and internships for additional information.

No Tolerance Policy
The MSAT and its affiliate clinical sites are committed to a no tolerance policy regarding harassment of any form by reason of the race, color, religion, gender, national origin, age, disability, or sexual orientation of any person. Violation of this policy will be dealt with by appropriate sanction, which may include expulsion, suspension, termination, or exclusion from the campus. If you have witnessed or have been a victim of such, report the incident to one of the preceptors or the MSAT administration, and refer to your clinical site's specific procedures for dealing with such incidents.

Whether on or off campus and planned or spontaneous, California Law makes it a criminal offense for anyone to participate in hazing. Students are entitled to be treated with consideration and respect. No individual shall perform an act that is likely to cause physical, psychological, or social harm to any other person within the University community.

Phone Policy
The telephone in the athletic training facility is for professional business use only. You may carry a cell phone; however, cell phone use should only be used when necessary such as in a case of emergency or when your preceptor permits its use. You are expected to keep personal use to a minimum. When answering the phone, identify your institution department, and who you are.

Universal Precautions (OSHA)/Infection Control
The theory of Universal Precautions is that you use safety barriers in handling blood/body fluids of all patients, regardless of their condition. Transmission of HIV and Hepatitis B have been documented to occur through sexual contact, sharing of contaminated needles, transfusion of contaminated blood and from mother to child during pregnancy. No evidence of transmission by casual contact has been reported. Please refer to the Bloodborne Pathogens Policy outlined in this manual.

Athletic Training Student Code of Conduct
Students are expected to follow the SDSU Student Code of Conduct as well as the NATA Code of Ethics. It is expected that preceptors will adhere to a similar code as well. Both preceptors and students are required to sign a *Student Participation Agreement* that addresses appropriate conduct.

ATS are an important part of the Athletic Training Staff at the facility you are assigned. ATS are selected because of individual qualities and past performances. You will now be associating with other ATSs who are as talented and dedicated as you. Our students have a reputation for excellence, academically and clinically. Our former students have become recognized professionals in Athletic Training, Medicine, Physical Therapy and other related medical fields.

The preceptors and faculty of the SDSU MSAT expect the same level of excellence from all ATS. We are dedicated to helping you achieve this goal and will provide the needed guidance. The more dedicated to this goal you are, the more everybody in the program improves. Our main responsibility in the Athletic Training Room is to provide high quality medical care for our athletes. If you, as an ATS, work hard to achieve the excellence our program is known for, we will be able to meet our responsibilities to our patients, institutions, and profession together. You will also represent the excellence of the SDSU MSAT.

You will be expected to perform at your best academically and clinically. Theoretical knowledge gained in the classroom is the foundation of clinical practice of Athletic Training. We do not expect average performance. The MSAT requires your best effort. You will get out of this program what you put into it. Although the clinical clerkship and internship levels are structured, self-motivated students will be appropriately challenged and rewarded accordingly. You will be expected to attend and participate in class and complete course and clinical assignments on time. Performance that is below these standards indicates a lack of dedication as an ATS. The preceptors and faculty will give you a chance to "*be all you can be*", but it will be up to you to make it happen.

Clinical education is an indispensable opportunity to learn; therefore, you must be present and be prepared to take advantage of the learning opportunity. As in the classroom, we take pride in providing each ATS with a positive and safe learning environment. Whether in the clinical situation or in class, you should be inquisitive and prepared to ask questions at the appropriate times. You will be expected to show INITIATIVE and not wait to be told what to do. You should read everything you can about athletic training and related sciences. You should attempt to be better in your athletic training skills and knowledge each time that you are at your assigned clinical site. As you gain experience, you will be expected to assume a leadership role in the program.

All ATS are expected to treat each other, the preceptors, and the faculty with professional respect. Criticizing each other in the presence of others is unprofessional behavior. In cases of conflict with other ATS, attempt to resolve the matter with that person. Criticizing other clinical sites, preceptors, or faculty in public is also not acceptable. If you feel unprepared to handle these issues, it is your responsibility to bring the situation to the attention of your preceptors, clinical site coordinator, or a MSAT administrator. You may also discuss these types of issues directly with the clinical coordinator. Do not let these problems go unresolved. All ATS should strive to work in a cooperative manner, sharing and helping each other as much as possible. It is important to work at your level of expertise and not try to "push" until you are ready. This is important for learning to take place and for the safety of the athletes under your care. Be prepared to walk into your assigned clinical site each day and ask your preceptor a question or state a goal that you want to achieve that day. If there is something you do not understand, ask questions. Ask the "why". If you are asked a question and you do not know the answer, it is absolutely acceptable to respond that you do not know. This is how you will learn. You are not expected to know everything - you are a student. And, as a student, you will fall short at times. That is expected and those times provide the most opportunity to grow and improve. Each learning experience in the MSAT whether in the clinical setting or the classroom is intended to be a safe and positive learning environment. It is your "safe space" for learning.

Students may be approached by outside individuals or organizations to provide athletic training services independent of the SDSU MSAT program. In these cases, if a student will be working under the direct supervision of a certified athletic trainer, this is permissible but the student should

make it clear they are acting independently of their affiliation with the SDSU MSAT. Students acting in this manner will not be covered by SDSU's liability insurance. If a student is approached by an individual or organization to provide athletic training services independently and acting in place of a certified athletic trainer, EMT, physician, or other medical professional, this is strictly prohibited as it violates the NATA Code of Ethics and our program's cornerstone of Ethics. Students found to be acting as an athletic trainer will be subject to the disciplinary action policy.

Priorities of the Athletic Training Student

Be a student.

The athletic trainer must have a sound academic basis to support their clinical skills. All students must maintain an acceptable level in class work to remain in the program. Any student falling behind in classroom work should make arrangements with the course instructor and/or preceptor and program director if needed for additional help and/or time off to catch up.

Be a competent clinician.
Use the time spent at the clinical site to continuously develop and practice hands-on skills.

Be a professional.
Develop an enthusiastic and professional attitude in dealing with patients, administrators, and fellow healthcare providers. Become an involved member of the athletic training profession. Join the NATA, CATA, and FATS.

Be a teacher and mentor.
The best way to enhance and solidify your own skills is to teach them to someone else. As each student progresses through the program, they should become a leader, teacher, and role model for the less advanced ATS.

SDSU MSAT Student Dress Code
Professional attire
Your dress is directly related to your job performance because of the image you project to the patients, athletes, coaches, administrators, parents, and community. You are representing the SDSU MSAT first and foremost as well as your assigned clinical site and the profession of athletic training overall. Students should review their site policies and procedures for specifics regarding appropriate attire, daily and competition regulations regarding attire, and guidelines for attire while traveling. Failure to adhere to the following guidelines will require immediate correction. There will be no probationary or warning period. Please keep in mind that your individual site may have guidelines that supersede the minimum standards set forth by the MSAT. You must abide by the following:

Classroom Attire and Laboratory Attire

- Students are required to wear attire which conforms to the image of the professional athletic trainer.
- On occasions when guest lecturers are present, professional dress is required.
- Lab attire is at the discretion of the instructor based on the topic presented.
    - Students must be able to expose the area to be examined.
    - Appropriate lab attire includes the following: Shorts and sleeveless t-shirts.

    - Shorts must be of appropriate length and cover at least **mid-thigh or longer**.
- Clinical Site Daily Attire
    - Shoes: Athletic shoes or equivalent. These must be closed-toed, clean, and in good condition. Sandals, clogs, shoes with high heels, or shoes exposing the feet are not permitted. The shoes worn must be functional and safe for the ATS and the participation surface.
    - Shirts: Approved staff shirts are required. They must be clean, ironed, and in good condition. **Must be tucked into your pants/shorts.**
    - Shorts/pants: Casual and professional.
    - Approved: Khakis and slacks. **Must be wrinkle free**
    - Shorts must be of appropriate length, at least **mid-thigh or longer**.
    - The following are NOT allowed:
        - Jeans, yoga pants or spandex, athletic workout shorts, boxer shorts, torn or tattered shorts or pants, and no "sagging"**.**
    - Hats: School logo or neutral hats are allowed for outside events/coverage only.
    - Sunglasses: allowed outside only.
    - Hair: Must be clean and neat and must be fashioned as to not fall forward or over the sides of the face when working with patients or otherwise interfere with patient care. If worn, beards and mustaches must be clean and neatly trimmed.
    - Nails: Must be kept short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient.
    - Other:
        - ATS should not wear excessive fragrance, makeup, or jewelry. Jewelry should be conservative and safe for you and the patient.
        - Students should have access to a watch for obtaining vital signs.

Request for Time-Off

Students are required to formally request time off from their clinical site if they have a scheduling conflict. Students are expected to complete the *Request For Time Off* form via ATrack one week in advance. The form will be reviewed and, if warranted, approved by the student's assigned preceptor. If a situation arises that does not afford a one week advance notice, it is expected the student will directly communicate with their assigned preceptor to discuss the need for time off and, if approved, complete the *Request For Time Off* form via ATrack for formal approval. Please note that approval of time-off requests are not guaranteed. Students are encouraged to proactively discuss time-off requests with their assigned preceptors whenever possible.

Clinical Site Attendance during finals week, holidays, and academic breaks

The MSAT program values rich, high-quality, and comprehensive clinical experiences for the students while promoting a positive work-life balance. Additionally, the MSAT program values student success in their coursework. Please refer to the following policies regarding attendance at clinical site during finals week, holidays, and over academic breaks:

<u>Holidays:</u>

Veteran's Day, Memorial Day, Martin Luther King Day, Labor Day, and Caesar Chavez Day: As there is no class in session and the university is closed, these are holidays for our students as well. Students may attend site on these holidays if desired, but this is voluntary and personal liability insurance IS required. Hours should not be logged, and time off requests are not

required to be submitted.

Thanksgiving:
Wednesday, Thursday, and Friday of Thanksgiving week: Students' requests for time off from their site may not be denied, and students choosing to attend site during these 3 days must have personal liability insurance and hours should not be logged during this time.
Saturday and Sunday of Thanksgiving week: Students may attend clinical site the Saturday and Sunday after Thanksgiving. Any requests for time off must be submitted one week in advance, and may be denied by the student's preceptor. Personal liability insurance is NOT required during this time.

Finals Week:
Students are not permitted to attend their clinical site during finals week.

Academic breaks:
During academic breaks (Spring Break and Winter Break), the MSAT supports each students' autonomy to advocate for themselves should they need a respite to facilitate work-life balance. The MSAT also supports students who may desire to continue attending their assigned clinical site during academic breaks to enrich their clinical experience. Please refer to the following policies regarding students' attendance at clinical site during academic breaks:

Between the last day of Fall finals week and two weeks prior to the start of the Spring semester (Winter Break): Students may request this time off from site and these requests may NOT be denied. Requests for time off must be submitted one week in advance. If a student chooses to attend site during this time, personal liability insurance IS required, as this is purely optional and not associated with the student's role as an MSAT student. Hours should not be logged during this time.

The two weeks prior to the start of the Spring Semester (Winter Break): Students may request time off during this window, but these requests MAY be denied by the preceptor. Requests for time off must be submitted one week in advance. Personal liability insurance is NOT required during this time.

Spring Break (Saturday through Sunday): Students' time off requests for spring break may NOT be denied by the preceptor. Requests for time off must be submitted one week in advance. If a student chooses to attend site over Spring Break, personal liability insurance IS required, and hours should not be logged during this time.

See the table below for a quick reference guide for the above MSAT program policies:

	Can students attend site?	**PLI required?**	**Preceptor can deny time off request?**
Academic holidays	Yes	Yes	N/A
Thanksgiving Wed-Fri	Yes	Yes	No
Thanksgiving Sat-Sun	Yes	No	Yes

Fall finals week	No	N/A	N/A
Last day of fall finals - two weeks prior to start of spring (Winter break)	Yes	Yes	No
The two weeks prior to start of spring semester (Winter break)	Yes	No	Yes
Spring break (Sat - Sun)	Yes	Yes	No
Spring finals week	No	N/A	N/A

Clinical Probation Policy
Once admitted to the MSAT, the student will be evaluated each semester. This will include progress made on specific clinical competencies, academic record, and team responsibilities. As noted earlier in the document students must adhere to GPA/Grade requirements to remain in good standing with the MSAT program. In addition, students must maintain certification in CPR and remain in good standing with the clinical program. If the clinical progress is unsatisfactory, the student will be placed on clinical probation., a student may be placed on academic probation, clinical probation, or both. **A student will only be allowed ONE probationary semester during the length of the professional phase of the program. Should a student qualify for probation more than one time, they will be dismissed from the program.** In some cases, the student may wish to re-apply to the program. This may occur if the student sits out for one year, and re-applies as a new in-coming student.

Clinical Probation: A student is placed on clinical probation if they do not attain a B- or better in any of the Clinical Clerkship/Internship courses. During the probationary semester, the student must attain a B- or better grade or they will be dismissed from the program.

Re-Admittance Policy
If a student is dismissed from the MSAT, they must meet with the Program Director to discuss future directions. It is possible that a student may re-apply to the MSAT. The re-admittance policy states that the student must sit out for one year prior to re-application. The student must show academic improvement and have any deficiencies or problems rectified at the time of application. It is recommended that the student stay clinically active where appropriate during the year they sit out. Reapplication to the program does not guarantee acceptance.

Appeal Policy
Students may choose to appeal a dismissal decision based upon extenuating circumstances. The extenuating circumstances might include things such as: medical conditions, family emergencies, and/or other crisis situations. Students will be notified of their dismissal from the program within three weeks from the time semester grades are posted. Students may submit an appeal package to the Program Director within three weeks from formal notification of dismissal. After that time, appeal packages will not be accepted. The appeal package must include a letter of explanation from the student and any supporting documentation pertinent to the extenuating circumstance.

Supporting documentation might include medical records, health care provider notes, obituary notices, or other relevant documentation. Appeals will be handled on a case-by case basis and are voted on by a committee consisting of the MSAT administration.

Communicable Disease Policy
Should the ATS become ill with any type of infectious disease/condition of the eyes, upper respiratory system, gastrointestinal system or skin, they will not be allowed to report to the clinical site for clinical education or field experience activities. The ATS is required to contact their preceptor and report your condition and absence in a timely manner. The ATS must make an appointment with the Team Physician or Student Health Center to obtain medical treatment and clearance prior to returning to their activities in the clinical site. The following list identifies warning sign criteria for infectious disease/conditions which warrant medical clearance:

- Fever > 100.5
- Pink eye
- Recent vomiting and diarrhea
- Infectious skin lesions

Communicable Diseases Cited by the CDC
Bloodborne Pathogens, Conjunctivitis, COVID-19, Cytomegalovirus infections, Diarrheal diseases, Diphtheria, Enteroviral infections, Hepatitis viruses, Herpes simplex, Human immunodeficiency virus (HIV), Measles, Meningococcal infections, Mumps, Pediculosis, Pertussis, Rubella, Scabies, Streptococcal infection, Tuberculosis, Varicella Zoster, Viral respiratory infection

Bloodborne Pathogens Policy
The theory of Universal Precautions is that you use safety barriers in handling blood/body fluids of all patients, regardless of their condition. Transmission of HIV and Hepatitis B have been documented to occur through sexual contact, sharing of contaminated needles, transfusion of contaminated blood and from mother to child during pregnancy. No evidence of transmission by casual contact has been reported.

✓ Barrier Precautions- Thorough washing of hands is the single most important measure for the prevention of transmission of infections. Wash your hands frequently. Gloves must be available in athlete care areas and in your kits. Gloves must be worn for handling blood/body fluids. Masks, protective eyewear, and/or gowns may be needed. Clinicians should take precautions to prevent injuries caused by needles, scalpels or other sharp instruments.

✓ Individuals with exudative lesions or dermatitis should refrain from both direct athlete care and handling of athletic equipment until the condition is resolved.

✓ If an ATS is uncomfortable treating an injury that involves exposure to blood/body fluids, please seek assistance from the Preceptor or other health care professional present.

✓ Using gloves, contaminated surfaces or equipment should be washed with soap and water and disinfected using a 1:10 bleach solution.

✓ Garbage soiled with blood/body fluids should be placed in a plastic bag using gloves and discarded using University or site-specific policy.

✓ Linen soiled with blood and body fluids should be separated from unsoiled linen.

✓ ATs have a professional responsibility to educate, screen, and instruct athlete's on proper management of potentially infectious conditions.

ATS should consult with the ATs regarding other Universal Precautions or site-specific regulations specific to their clinical site. Specifically, ATSs should be familiar with

procedures for reporting an exposure incident.

NATA Code of Ethics 2022

Preamble:

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails. The National Athletic Trainers' Association respects and values diversity amongst its members and patients served. Our members work respectfully and effectively with diverse patient populations in varied healthcare environments. The NATA prohibits discrimination based on race, ethnicity, color, national origin, citizenship status, religion (creed), sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, military status, family/parental status, income and socioeconomic status, political beliefs, or reprisal or retaliation for prior civil rights activity, or other unlawful basis, in any program or activity conducted 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.

For the full NATA Code of Ethics, follow this link:
https://www.nata.org/sites/default/files/nata_code_of_ethics_2022.pdf

Student Memberships

1. National Athletic Trainers' Association (NATA)

NATA membership is required for all students BY the start of their clinical site placement. This membership has five advantages. First, only NATA student members are eligible for district and national scholarships. Second, the cost of the BOC Certification Examination is significantly less expensive for student members. Third, a subscription to the NATA News and the Journal of Athletic Training is included as a member benefit. Fourth, students will receive discounted registration for District and National Conferences. Fifth, it is required or ATrack access, the on-line student portfolio tracking system. Membership information is available on the following website: http://www.nata.org.

2. Far West Athletic Trainers' Association (FWATA) and California Athletic Trainers' Association
(CATA)

When submitting a membership application for the NATA, members are asked to identify the District in which they currently provide care in. California is part of District 8 which includes Nevada, Hawaii, Guam, and American Samoa. It is also known as the Far West Athletic Trainers' Association (FWATA). When submitting annual dues for the NATA, members will also be asked to submit District dues. The District dues for the California region also include dues for the California Athletic Trainers' Association (CATA). This will entitle members to both the FWATA Newsletter and the CATA Newsletter.

3. Future Athletic Trainers Society (FATS)

Future Athletic Trainers Society (FATS) membership is required for all students by the first meeting of the student's admittance into the Athletic Training Program. This membership has many advantages. It is a student run professional organization, endorsed by San Diego State University. Members are involved in community service activities, fundraising opportunities, and social events. For more information about FATS, visit the website at: http://sdsufats.weebly.com