

**Master of Science in Athletic Training Program**

**Student Handbook**

**2024-2025**

Table of Contents

[Welcome 6](#_Toc166134447)

[Mission Statements 7](#_Toc166134448)

[Master of Science in Athletic Training Program 7](#_Toc166134449)

[Faculty 7](#_Toc166134450)

[Learning Outcomes 7](#_Toc166134451)

[Program Goals 8](#_Toc166134452)

[Accreditation 8](#_Toc166134453)

[MSAT Program Curriculum and Course Descriptions 8](#_Toc166134454)

[COVID-19 Related Policies 12](#_Toc166134455)

[COVID-19 Clinical Policy 12](#_Toc166134456)

[Transfer Student Policy 12](#_Toc166134457)

[Admissions and Application Criteria 12](#_Toc166134458)

[Admissions Pre-Requisites 13](#_Toc166134459)

[Post-Admissions Requirements 13](#_Toc166134460)

[Criminal Background Check Policy 14](#_Toc166134461)

[Credit Hour Policy 14](#_Toc166134462)

[University Credit Hour Policy 14](#_Toc166134463)

[Master of Science in Athletic Training Program Clinical Credit Hour Policy 15](#_Toc166134464)

[Academic Calendar 15](#_Toc166134465)

[Registration Procedures 15](#_Toc166134466)

[Matriculation and Graduation Requirements 16](#_Toc166134467)

[Retention Policy for Matriculation 16](#_Toc166134468)

[Academic Probation for University at Buffalo Graduate School 16](#_Toc166134469)

[Academic Probation in the Master of Science in Athletic Training Program 16](#_Toc166134470)

[Termination of enrollment from Master of Science in Athletic Training Program 17](#_Toc166134471)

[Graduation Requirements 17](#_Toc166134472)

[Final Portfolio 17](#_Toc166134473)

[Grading Scale/Policy 17](#_Toc166134474)

[Student Advising 18](#_Toc166134475)

[Tuition for Master of Science in Athletic Training Program 18](#_Toc166134476)

[Additional Costs Associated with the Master of Science in Athletic Training Program 18](#_Toc166134477)

[Financial Aid 19](#_Toc166134478)

[Scholarship/Additional Support Fund 19](#_Toc166134479)

[Professionalism and Ethical Behavior 19](#_Toc166134480)

[Social Media Policy 20](#_Toc166134481)

[Zoom Policy 21](#_Toc166134482)

[Professional Dress 21](#_Toc166134483)

[Clinical Education 21](#_Toc166134484)

[Assignment of Clinical Education 21](#_Toc166134485)

[Clinical Education Attendance Policy 22](#_Toc166134486)

[Documentation of Clinical Education Hours 23](#_Toc166134487)

[Core Competencies 23](#_Toc166134488)

[Student Noncompliance Issues 24](#_Toc166134489)

[Preceptor Noncompliance Issues 25](#_Toc166134490)

[Ad Hoc Committee 25](#_Toc166134491)

[Immunization Requirements 26](#_Toc166134492)

[Handwashing 27](#_Toc166134493)

[Name Badges 27](#_Toc166134494)

[Emergency Cardiac Care 27](#_Toc166134495)

[Blood-Borne Pathogens 27](#_Toc166134496)

[HIPAA Training 27](#_Toc166134497)

[FERPA Training 28](#_Toc166134498)

[Clinical Site Travel 28](#_Toc166134499)

[Preceptor Evaluations 28](#_Toc166134500)

[Athletic Training Student Evaluations 28](#_Toc166134501)

[Satisfactory Progress in Clinical Education 28](#_Toc166134502)

[Clothing and Personal Appearance/Hygiene Expectations 29](#_Toc166134503)

[Personal Electronic Usage 29](#_Toc166134504)

[Extracurricular Activities 29](#_Toc166134505)

[Fraternization 30](#_Toc166134506)

[Orientation to Clinical Site 30](#_Toc166134507)

[Site Visits to Clinical Education Sites 30](#_Toc166134508)

[Calibrations 30](#_Toc166134509)

[Recognizing Burnout 30](#_Toc166134510)

[COVID-19 Clinical Policy 31](#_Toc166134511)

[Required Verifications and Trainings 31](#_Toc166134512)

[Technical Standards 31](#_Toc166134513)

[Communicable Disease Policy 33](#_Toc166134514)

[Academic Policies (University and Program) 36](#_Toc166134515)

[Time Commitment Policy 36](#_Toc166134516)

[Academic Accommodations Policy 36](#_Toc166134517)

[Academic and Faculty Grievance Policy 36](#_Toc166134518)

[Grievance Definitions and Limits 37](#_Toc166134519)

[Academic Grievance Consultative Resolution 37](#_Toc166134520)

[Academic Grievance Formal Resolution 37](#_Toc166134521)

[Academic Grievance Appendix A 43](#_Toc166134522)

[Academic Grievance Appendix B 43](#_Toc166134523)

[Academic Grievance Appendix C 44](#_Toc166134524)

[Academic Grievance Appendix D 44](#_Toc166134525)

[Academic Dishonesty/Integrity Policy 45](#_Toc166134526)

[Academic Withdrawal Policy 45](#_Toc166134527)

[Refund of Tuition and Fees Policy 46](#_Toc166134528)

[Non-Discrimination Policy 46](#_Toc166134529)

[Summary 47](#_Toc166134530)

[Policy Statement 47](#_Toc166134531)

[Background 47](#_Toc166134532)

[Applicability 48](#_Toc166134533)

[Definitions 48](#_Toc166134534)

[Responsibility 51](#_Toc166134535)

[President, provost, vice presidents, deans, directors, department heads, managers, and supervisors: 51](#_Toc166134536)

[Supervisors, instructors, and others with authority to make decisions on behalf of the university: 51](#_Toc166134537)

[Director of Equity, Diversity and Inclusion (EDI): 51](#_Toc166134538)

[Sexual Harassment Information Advisors: 51](#_Toc166134539)

[Faculty, Staff, Students: 51](#_Toc166134540)

[Procedure 51](#_Toc166134541)

[Timeframes for Filing a Complaint 52](#_Toc166134542)

[Complaint Handling 52](#_Toc166134543)

[Conflicts of Interest 54](#_Toc166134544)

[Failure to Cooperate 55](#_Toc166134545)

[Other Avenues for Complaint Reporting 55](#_Toc166134546)

[Appendices 56](#_Toc166134547)

# Welcome

May 2024

University at Buffalo

School of Public Health and Health Professions

Exercise and Nutrition Sciences Department

Athletic Training Program

Athletic Training Students:

The following academic and clinical policies and procedures reflect the requirements of the Master of Science in Athletic Training program. It is your responsibility to read and accept these policies and procedures. You will sign a document stating so. The purpose of this handbook is to ensure all policies and procedures are clearly accessible for the public in one document.

Please carefully read and review this student handbook. Updated information, additions and/or changes will be communicated as necessary. This student handbook will be updated yearly to reflect any edits.

Sincerely,

Ryan Krzyzanowicz, DAT, ATC

Clinical Associate Professor

Program Director – Athletic Training

# Mission Statements

Mission of University at Buffalo

The University at Buffalo is a diverse, inclusive scholarly community dedicated to bringing the benefits of its research, scholarship and creative activities, and educational excellence to local and global communities in ways that impact and positively change the world. We view the three traditional pillars of the public higher education mission – research, education, and service – as interdependent endeavors that continually enrich and inform each other. Groundbreaking research, transformative educational experiences, and deeply engaged service to its communities define the University at Buffalo’s mission as a premier, research-intensive public university.

Mission of the School of Public Health and Health Professions

Our mission is to improve the health of populations, communities and individuals through disciplinary and interdisciplinary education, research and service.

Mission and the Athletic Training Program

The mission of the athletic training program is to prepare students to function as evidence-based clinicians in a dynamic healthcare environment to impact their communities. Through innovative interprofessional, clinical practice and didactic experiences, students will develop reflective clinical practice and critical reasoning skills to treat diverse populations.

# Master of Science in Athletic Training Program

The Master of Science in Athletic Training Program is an intensive two-year professional program. Students will learn the skills necessary to be a patient-centered healthcare provider and will be exposed to diverse patient populations through clinical education and interprofessional opportunities.

# Faculty

Program Director and Clinical Associate Professor – Ryan Krzyzanowicz, DAT, ATC

Coordinator of Clinical Education – Sarah Krzyzanowicz, MSEd, ATC

Assistant Professor of Athletic Training – Riana Pryor, PhD, ATC

# Learning Outcomes

1. Define evidence-based practice concepts and their application to sound clinical decision making and critical examination in athletic training practice.
2. Demonstrate strategies and programs to prevent incidence and/or severity of injuries that optimize patients’ overall health and quality of life.
3. Define your role and function within a complex healthcare system while maintaining current competence and embrace the need to practice within the limits of state and national regulations using moral and ethical judgement.
4. Use strong clinical examination skills to accurately diagnose and effectively treat patients.
5. Use the range of interventions, methods, techniques, equipment, activities and medications that are available to athletic trainers.
6. Demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional and mental behaviors and to intervene and refer these individuals as necessary.
7. Be able to understand and disseminate patient outcomes and research related to clinical outcome assessments.

# Program Goals

1. Provide a student-centered learning environment through innovative pedagogical strategies in preparation for professional practice.
2. Immerse students in a diverse interprofessional community of faculty and medical professionals in the health care field through clinical education opportunities.
3. Develop competent clinicians focused on providing quality patient-centered care.
4. Foster knowledge through evidence-based and patient-centered care.

# Accreditation

The University at Buffalo is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE) for the maximum 5 years allowed for initially accredited programs. Our next comprehensive review by the CAATE will take place in 2024-25.

# MSAT Program Curriculum and Course Descriptions

The two-year plan for the 2024-25 cohort is listed on the website and has been reviewed during program orientation. Program descriptions are below.

Course Descriptions

**ES 553 – Functional Anatomy for Athletic Trainers (3):**

Examines clinical principles of human movement including biomechanics, pathomechanics, muscle physiology, tissue behavior, neural behavior and structure and functions of joints. Emphasis will be placed on normal and faulty pathological movement.

**ES 508 – Foundations of Athletic Training (3):**

Examines the foundations of the athletic training profession. Emphasis will be placed on the role of the athletic trainer in a global health-care system using evidence-based practice to develop clinical-reasoning skills in prophylactic taping, bracing and preventative measures.

**ES 547 – Foundations of Patient Care (3):**

This course explores foundational knowledge and skills needed for effective and safe application of therapeutic interventions using evidence-based principles. Explores physiology of pain and physiological response to healing and injury. Emphasis will be placed on developing patient-centered care philosophy using foundations of therapeutic modalities as an intervention.

**ES 554 – Emergency Management in Athletic Training (3):**

This course provides a comprehensive approach to preparation of the athletic trainer for emergency situations. Emphasis will be placed on preparation of emergency action plans, recognition and care of emergent medical conditions including those that may lead to sudden death, airway management and supplemental oxygen use. This course will lead to American Red Cross certification in Emergency Medical Response.

**ES 570 – Patient Examination I (3):**

Investigates the process of examination and diagnosis of orthopedic evaluation for the lower body including the lumbar spine. Emphasis will be placed on evidence-based practice to develop clinical-decision making skills investigating mechanism of injury, history taking, special testing and other evaluative skills.

**ES 548 – Patient Care Interventions I (2):**

This course focuses on developing, implementing and evaluating treatment care plans using therapeutic interventions, modalities and rehabilitation for lower body pathologies. Emphasis will be placed on developing a patient care philosophy using evidence-based principles.

**ES 528 – Health Promotion, Prevention & Wellness (3):**

Examines health promotion from a public health perspective, a community and corporate perspective and in terms of individual behavior change.

**ES 520 – Clinical Integration I (2):**

This initial clinical experience provides students with an introduction to patient centered care. This course integrates the foundations of patient care including documentation, communication, cultural competence and using evidence-based medicine to guide clinical practice. Includes a component of classroom-based discussions on reflective clinical practice to improve patient outcomes as well as exposure to interprofessional education.

**ES 550 – Evidence Based Practice (2):**

This course focuses on developing foundational knowledge of the research process and accompanying statistics, understanding and producing scientific writing, and integrating the evidence-based practice framework into clinical practice to enhance patient outcomes.

**ES 571 – Patient Examination II (3):**

Investigates the process of examination and diagnosis of orthopedic evaluation for the upper body including cervical and thoracic spine. Emphasis will be placed on evidence-based practice to develop clinical-decision making skills investigating mechanism of injury, history taking, special testing and other evaluative skills.

**ES 549 – Patient Care Interventions II (2):**

This course focuses on developing, implementing and evaluating treatment care plans using therapeutic interventions, modalities and rehabilitation for upper body pathologies. Emphasis will be placed on refining patient care philosophy using evidence-based principles.

**ES 543 – Psychosocial & Behavioral Healthcare (2):**

This course explores the psychosocial aspect of patient care. Emphasis will be placed on sociocultural aspects of injury response, emotional response to injury, communication, education and referral skills, identification of psychosocial distress and the athletic trainers’ role in the mental healthcare of patients.

**ES 521 – Clinical Integration II (2):**

This course builds upon initial clinical experiences and builds upon the foundations of patient care including documentation, communication, cultural competence and using evidence-based medicine to guide clinical practice. Emphasis is placed on developing clinical-reasoning skills. Includes a component of classroom-based discussions on reflective clinical practice to improve patient outcomes as well as exposure and immersion in interprofessional education.

**ES 673 – Patient Examination III (3):**

This course explores recognizing signs and symptoms of common non-orthopedic medical conditions in the physically active. Emphasis will be placed on developing clinical skills such as auscultation, use of ophthalmoscope and otoscope, interpreting common imaging and lab testing and proper referral mechanisms for athletic trainers.

**ES 536 – Healthcare Management (2):**

This course focuses on developing foundational knowledge of administration and evaluation of athletic training services in a healthcare system. Emphasis will be placed on budgeting, leadership development, developing policies and procedures, management styles, insurance and payor systems, facilities and outcomes in clinical practice. There will be special focus on implementing policies into practice.

**ES 626 – Clinical Integration III (2):**

This course provides immersive clinical experiences with diverse healthcare providers. Emphasis is placed on competence of interprofessional patient care including documentation, communication, cultural competence and using evidence-based medicine. Students will be exposed to primary care, urgent and emergent care and a variety of specialists. Includes a component of classroom-based discussions on reflective clinical practice to improve patient outcomes.

**ES 627 – Clinical Integration IV (1):**

This course provides immersive clinical experiences with athletic trainers during a pre-season experience. Emphasis is placed upon the refining patient care skills including documentation, communication, cultural competence and using evidence-based medicine to guide clinical-reasoning skills. Includes a component of classroom-based discussions on reflective clinical practice to improve patient outcomes.

**CHB 550 – Public Health Population Well-Being (3):**

This course will provide students with an understanding of and appreciation for population approaches to improving the health of our nation and the world, as well as knowledge of various career paths in public health. Course content includes: public health perspectives on health, wellness, illness and population well-being; key influences on the health and well-being of individuals and populations; assessing public health problems from a population health perspective; using the five core components of public health to address health issues; and career paths in public health and the training/expertise required to pursue them. Students will engage in critical assessment of historical and current public health events, and creative application of their foundational knowledge to new public health problems. The course is particularly applicable to students preparing to pursue a health-related career and to students in health professions programs desiring a knowledge of public health approaches.

**ES 630 – Clinical Research in Patient Care (3):**

This course explores using clinical evidence of quality improvement to enhance patient care. Emphasis will be placed on research design, health informatics, medical classification systems, disablement models, scholarship in the profession, and collection and dissemination of patient-reported and clinician-rated outcome measures to improve patient care.

**ES 606 – Limitations to Exercise Performance (3):**

This course will overview physiologic limitations of exercise and explore evidence-based and theoretical interventions that overcome these limitations. Legal performance enhancing substances and techniques will be discussed and applied to practical scenarios. Students will gain experience in the theoretical and practical aspects of periodization and training load management that are thought to enhance performance and reduce injury risk.

**ES 628 – Clinical Integration V (4):**

This course provides immersive component for clinical experiences with a preceptor for continued clinical care improvement. Continued emphasis is placed upon the refining patient care skills including documentation, communication, cultural competence and using evidence-based medicine to guide clinical-reasoning skills. Includes a component of classroom-based discussions on reflective clinical practice to improve patient outcomes as well as immersion and competence in interprofessional education.

**ES 631 – Clinical Reasoning Capstone (3):**

This 8-week online course emphasizes advocacy for the profession, creating professional development plans and assessing students’ readiness for transition to practice as athletic trainers in the global healthcare community.

**ES 629 – Clinical Integration VI (6):**

This course provides full-time immersive clinical experiences in athletic training practice with preceptors. Continued emphasis is placed upon the refining and culminating patient care skills including documentation, communication, cultural competence and using evidence-based medicine to guide clinical-reasoning skills for transition to full-time practice. An online component is included and provides opportunities for discussion on reflective clinical practice.

# COVID-19 Related Policies

While the Covid-19 pandemic has official been declared over by the World Health Organization (WHO) there still may be clinical education sites that require the Covid-19 vaccine and/or booster shots.

## COVID-19 Clinical Policy

The program follows the Universities and CDC guidelines for possible exposure to COVID-19 at a clinical education site. The policy states, if a student is potentially exposed, they will then follow the specific policy at their assigned clinical site. The student should also notify the Coordinator of Clinical Education once it is safe to do so.

# Transfer Student Policy

Students who wish to transfer into the Master of Science in Athletic Training will be managed on an individual basis. It is extremely difficult to transfer into the program due the cohort model and sequential nature of courses.

# Admissions and Application Criteria

There are two different routes to apply to the Master of Science in Athletic Training Program. The combined 3+2 Bachelor of Science in Exercise Science and Master of Science in Athletic Training or the standalone 2-year Master of Science in Athletic Training. Both have the same admissions criteria.

* GPA: 3.0 overall. Emphasis on pre-requisite and general science courses;
* Observation hours: 10 hours minimum of observation with an athletic trainer within one year of application date (complete observation experience form);
* Letters of Recommendation: 2 letters, prefer 1 from the athletic trainer you did observation experiences with;
* Personal Statement: a written statement (~800 words) describing professional goals and interests;
* Graduate School: 3+2 applicants – apply to the University at Buffalo Graduate School through SLATE; 2-year applicants – apply through ATCAS and SLATE. There are fees for both ATCAS and SLATE.

Interview:

After preliminary review of applications, the selection committee will extend an invitation to students who met the requirements and demonstrate potential for success as a graduate student at the University at Buffalo. Interviews will be conducted face to face and/or video conferencing.

Enrollment is rolling and limited. Students are selected upon evaluation of the following factors: completion of admissions requirements (including pre-requisite coursework); academic ability; evidence of potential for future practice as an athletic trainer; interview performance and evidence of personality traits indicating an ability to work effectively with people.

# Admissions Pre-Requisites

Pre-requisite coursework includes (one semester of):

* Chemistry
* Physics
* Anatomy & Physiology
* Psychology
* Nutrition
* Exercise Physiology
* Biomechanics or Kinesiology
* Statistics
* Biology

# Post-Admissions Requirements

If a student accepts an offer for admissions into the Master of Science in Athletic Training Program, they must complete the following paperwork prior to classes beginning in the summer:

* Annual immunization review form (submit directly to Health Services)
* Technical Standards Policy (sent with offer letter)
* Communicable Disease Policy (sent with offer letter)
* HIPAA and FERPA Training (on Brightspace)
* Blood-Borne Pathogens Training (on Brightspace)

# Criminal Background Check Policy

The Master of Science in Athletic Training Program follows the State University of New York (SUNY) Policy. This policy states that the State prohibits University-wide and individual SUNY campus admissions from inquiring into an applicant’s prior criminal history. After an applicant has been accepted as a student, campuses shall inquire if the student previously has been convicted of a felony if such individual seeks campus housing or participation in clinical or field experiences, internships or study abroad programs. To read the SUNY policy in its entirety please visit: <https://www.suny.edu/sunypp/documents.cfm?doc_id=846>

The Master of Science in Athletic Training Program does reserve the right to perform criminal background checks on students. This may occur if an affiliated clinical site requires a criminal background check within its specific affiliation agreement (or memorandum of understanding). Students will be notified prior to a background check and are held liable for any associated costs.

# Credit Hour Policy

## University Credit Hour Policy

The credit hour policy is taken directly from the State University of New York (SUNY) policy. Since University at Buffalo is a SUNY institution, we must abide by this policy. The policy states:

* The State University of New York, like most American higher education, has adopted a variant of the traditional “Carnegie Unit” as a measure of academic credit. This unit is known in the University by the familiar term, “semester credit hour,” and is the primary academic measure by which progress toward a degree is gauged. It is recognized that such a unit measures only a part, albeit a major part, of a composite learning experience, based upon formally structured and informal interactions among faculty and students.
* Lecture, seminar, quiz, discussion, recitation
  + A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-semester credit hour course meets three 50-minute sessions per week for fifteen weeks for a total of 45 sessions.
* Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)
  + A semester hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration with little or no outside preparation expected. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour. Where such activity involves substantial outside preparation by the student, the equivalent of fifteen periods of 100 minutes duration each will earn one semester credit hour.

## Master of Science in Athletic Training Program Clinical Credit Hour Policy

All clinical integration courses (ES 520, ES 521, ES 626, ES 627, ES, 628 & ES 629) were benchmarked with the University at Buffalo Doctor of Physical Therapy program where 1 credit hour equates to 70 hours minimum spent in clinical education. All clinical integration course credits are based off the minimum number of hours required of students to spend in clinical education experiences. Students athletic training clinical experiences are linked with one of the above clinical integration courses. These athletic training clinical experiences will take place over an academic semester, however a student may begin an experience prior to the academic semester and extend the experience past the last week of the academic semester, this is common when a student is assigned a team who has been successful and moves into post-season, these requests must go through the coordinator of clinical education. Students cannot load athletic training clinical education experience hours at the start, middle, or end of the experience to ensure continuity of the experience. Students may be asked to participate in athletic training clinical experience over holidays where the university is closed, students should notify preceptors at minimum two weeks before if they do not plan to attend clinicals during these holidays. At minimum, students will complete 1050 hours and a maximum of 2100 hours of clinical education worth 17 credit hours. Students are to follow the ACGME guidelines for clinical education hours during athletic training clinical experience, and it is required that all students are provided a mandatory day off per 7- day week. Please refer to the below table for the hours associated with clinical education course numbers.

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number | Credit | Semester | Athletic Training Clinical Experience Hours (min-max) |
| ES 520 | 2 | Fall I | 140-280 |
| ES 521 | 2 | Spring I | 140-280 |
| ES 626\* | 2 | Summer II | 140-280 |
| ES 627\* | 1 | Summer II | 70-140 |
| ES 628 | 4 | Fall II | 280-560 |
| ES 629\* | 6 | Spring II | 420-840 |

* \*These courses are associated to full immersive experiences

# Academic Calendar

The University at Buffalo Office of the Registrar releases the academic calendar in conjunction with the Faculty Senate and University President. For the most up-to-date calendar and to view future calendars please visit: [registrar.buffalo.edu/calendar/academic/futureacademic.php](http://registrar.buffalo.edu/calendars/academic/futureacademic.php)

# Registration Procedures

Registration

Students will be registered for the required courses each semester by the Exercise & Nutrition Sciences Department.

# Matriculation and Graduation Requirements

## Retention Policy for Matriculation

Students must maintain the following specific criteria to maintain satisfactory progress:

* Maintain a minimum overall GPA of 3.0
* Students may get one C+ in a course. If they receive another C+ or lower, they will be terminated. Therefore, students should strive to achieve a B- or higher in each course
* Maintain current Emergency Cardiac Care (ECC) certification
* Successfully pass all Clinical Integration courses

## Academic Probation for University at Buffalo Graduate School

The University at Buffalo Graduate School’s policy for academic probation is as follows:

Any graduate student who receives a grade of U, F or D in any course, or who indicates a lack of ability as determined by the director of graduate studies or student's academic advisor, will receive an immediate academic review. Upon completion of the academic review, the director of graduate studies may place the student on academic probation.

Students determined to be making unsatisfactory academic progress must be placed on academic probation. A probationary letter is issued to the student (with a copy to the advisor, if applicable) indicating the conditions that must be met and outlining an appropriate time frame in which to regain good academic standing in the graduate program. The outcome that will result if the conditions are not met must also be included in the probationary letter. Probationary letters will be made in writing by the director of graduate studies or department chair or designee at the end of the semester (mid-December or mid-May) and will indicate the terms of the probation and its removal. After the specified time frame outlined in the probation letter, the student must be sent a letter removing the probationary status or a dismissal letter or a second probationary letter with a new set of conditions for regaining good academic standing.

## Academic Probation in the Master of Science in Athletic Training Program

Students that do not maintain the following will be placed on academic probation for one semester. If a student does not meet the minimums specified in this policy after one semester, the student will be dismissed from the program. Students will be placed on academic probation for the following:

* GPA falls below a 3.0 overall
* If at any time, it is not mathematically possible to achieve the required 3.0 overall GPA by the completion of the following semester, no probationary period will be provided, and the student will be terminated from the program

## Termination of enrollment from Master of Science in Athletic Training Program

Students will be dismissed from the program if the following occur:

* Failure to be removed from academic probation after one semester (refer to academic probation policy)
* Failure to maintain HIPAA and/or FEPRA privacy at clinical education sites
* Failure to practice within the guidelines of the National Athletic Trainers’ Association Code of Ethics and Board of Certification Code of Ethics
* Failure to make satisfactory progress during Clinical Integration experiences
* Receiving more than one C+ in a course
* Receiving a grade lower than a C+ in a course (i.e., receiving an F in a course)
* Other actions that are not foreseen by the program, but could result in not being able to practice as an athletic trainer (i.e., felony arrest)

## Graduation Requirements

To graduate with the Master of Science in Athletic Training (MSAT) Degree students must have:

* Minimum 3.0 overall GPA
* Have not been placed on probation for more than 1 semester
* Successfully completed all required courses
* Successfully complete final portfolio

## Final Portfolio

A graduation requirement from the University Graduate School and the Program is successful completion of a final portfolio. Students will create a google site website and develop a professional portfolio. Students are expected to upload artifacts such as presentations, manuscripts, abstracts, course projects, patient care philosophies, clinical evaluations and any other document that is meaningful. A reflective component must be included. The final portfolio is to be submitted and defended in the last semester of classes as part of the ES 631 course.

# Grading Scale/Policy

All athletic training courses will be graded using the following scale:

|  |  |  |  |
| --- | --- | --- | --- |
| 93 – 100 | A | 73 – 76.9 | C |
| 90 – 92.9 | A- | 70 – 72.9 | C- |
| 87 – 89.9 | B+ | 67 – 69.9 | D+ |
| 83 – 86.9 | B | 63 – 66.9 | D |
| 80 – 82.9 | B- | < 63 | F |
| 77 – 77.9 | C+ |  |  |

Refer to each specific course syllabi for more information.

# Student Advising

Advising for students who are majoring in Exercise Science prior to formal acceptance into the Master of Science in Athletic Training is done through the Office of Advising and Student Affairs (OASA). The directors of OASA are:

* Jillian Reading – Assistant Dean and Director of Student Affairs
* Pedro Sotelo-Peryea – Director, Academic Advising Initiatives

Upon formal acceptance into the Master of Science in Athletic Training Program, your advisors will be:

* Ryan Krzyzanowicz (Academic) – Program Director for Athletic Training Education
* Sarah Krzyzanowicz (Clinical) – Coordinator of Clinical Education
* Kristen Braunscheidel – Assistant to the Graduate Programs for Exercise & Nutrition Science

# Tuition for Master of Science in Athletic Training Program

Tuition is set by the State University of New York (SUNY) System. Tuition with fees for the entire 2-year program for New York State Residents beginning the program in the 2024-25 academic year is about $39,000. Tuition with fees for Non-Residents for the entire 2-year program and beginning the program in the 2024-25 academic year is about $69,000. Tuition is set by SUNY and can change at any time. It is up to the student to communication with student accounts regarding changes to tuition. <http://www.buffalo.edu/studentaccounts/tuition-and-fees.html>

# Additional Costs Associated with the Master of Science in Athletic Training Program

The following courses will have course fees associated with them. These fees are based upon having 20 students enrolled per class and are subject to change.

* ES 508 - $212.00
* ES 520 - $144.00
* ES 547 - $64.00
* ES 548 - $62.00
* ES 549 - $36.00
* ES 554 - $99.00
* ES 628 - $110.00
* ES 673 - $24.00

Students are also expected to pay for travel costs to and from clinical education sites. This cost will vary per site depending on distance and other factors. Students should plan on spending about $200 at minimum per clinical course. Also, clinical sites may expect a student to purchase clothing (i.e., polos). This cost is variable ($20-75) and the student is directly responsible for this cost. Clinical sites may also require background checks. This cost is variable ($100-200) depending on the clinical site. Finally, students are expected to obtain and maintain their emergency cardiac care card. This is initially completed in ES 554 and the course fee for ES 554 helps cover the cost of emergency cardiac card training.

Students are encouraged, but not required, to become members of the National Athletic Trainers’ Association. Being a member allows students to apply for scholarships, have access to the latest journals and career center. The cost for 2024 is $85.

## Financial Aid

Students may be eligible for financial aid. Students should visit the University at Buffalo Financial Aid office website for further information: <http://financialaid.buffalo.edu>.

## Scholarship/Additional Support Fund

The Master of Science in Athletic Training Program is very fortunate to have a support fund. The Paul DeMartinis Athletic Training Student Support Fund is awarded to students enrolled in the Athletic Training graduate program. Paul DeMartinis was a champion for athletic trainers. Throughout his career at Medco Sports Medicine, a local Buffalo company, he established numerous relationships with athletic trainers from throughout the country. Although not an athletic trainer, Paul’s family recognized his passion for the field and generously donated funds to benefit students here at the University at Buffalo. Candidates are evaluated based on academic achievement, professional potential, and financial need. Faculty will select an award recipient.

# Professionalism and Ethical Behavior

The Master of Science in Athletic Training program is a professional healthcare program. Students are expected to always maintain professionalism – this includes, but is not limited to class, clinical education, guest lectures and other program events (i.e., simulation center). Professionalism is defined as the skill, good judgement and polite behavior that is expected. This includes dressing appropriately for guest lectures and program events (business casual).

Athletic Training is a healthcare profession in which you will work with people from different races, ethnicities, cultures and values. Students are expected to abide by the NATA Code of Ethics. Behavior that is professional and ethical is always expected. Some behaviors, particularly those that compromise patient care, patient privacy and ethical decisions may necessitate immediate removal from the clinical education experience. Any unprofessional behavior requires mediation and may impact the final course grade, clinical placement and could even result in termination from the program. Blatant violations of ethical conduct or patient privacy (HIPAA and/or FERPA) will result in immediate termination from the program (see termination of enrollment section above).

Students are also expected to abide by the BOC Code of Professional Responsibility. This code mandates that BOC credential holders and applicants act in a professional manner that follows the Code of Professional Responsibility. You may access the BOC Standards of Professional Practice document by visiting <http://www.bocatc.org/athletic-trainers#standards-of-professional-practice-overview>. Failure of a student to abide by this code of professional responsibility may result in failure of the program.

## Social Media Policy

The purpose of this policy is to ensure that both students and program faculty/staff abide by social media policies as they relate to program channels and personal accounts. Students and faculty/staff should be committed to abiding by the following guidelines:

1. Confidential information about patients must follow HIPAA guidelines and confidential information should not be posted on program or personal social media platforms.
2. Proprietary information regarding the MSAT program and associated clinical sites should not be shared on personal social media platforms.
3. Students should be made aware of and abide by social media policies at the institution they are assigned for clinical rotations.
4. UBMSAT social media platforms (Instagram-@ub\_atp, Twitter- @Buffalo\_AT and Facebook- @ubatp) are the property of the program. Students and faculty should not “post” and or “tag” confidential, political, personal, offensive and otherwise inappropriate information to the UB MSAT channels. Students and faculty/staff however are encouraged to “share” program “posts” to educate the public regarding the UB MSAT program, The University at Buffalo, and the profession of athletic training.
5. Unless otherwise approved, your social media name, handle or URL should not include the UB MSAT program name or logo.
6. Ensure that your social media activity does not interfere with classroom, clinical and all other educational opportunities.
7. If you choose to identify your affiliation to the UB MSAT program, your social media platforms must uphold the high standards of professionalism that the program and profession require. For more information on the expected level of professionalism please review the *BOC Standards of Professional Practice* and the *NATA Code of Ethics*.
8. UB MSAT program faculty, staff and preceptors are discouraged from “friending” or “following” each other’s personal accounts during a student’s active enrollment in the program, and vice versa.

If a student, faculty, staff, or preceptor is aware of a fellow classmate or colleague’s misuse of social media and/or violation of this policy they should contact the program director. Should a student be found to be in direct violation of this policy an ad hoc committee will form to discuss the violation and penalty for such action. Penalties may include, but are not limited to; strikes, probation or immediate termination from the program.

If you have any questions regarding appropriate social media usage contact program administrators: Dr. Ryan Krzyzanowicz, Program Director or Sarah Krzyzanowicz, Coordinator of Clinical Education.

## Zoom Policy

The program may use zoom for various events including guest lectures and grand rounds with the Department of Orthopaedics through the Jacobs School of Medicine and Biomedical Sciences. Students are expected to have a professional background (i.e., not lying in bed with pillows in the background) and are expected to have cameras on.

## Professional Dress

Use the chart below to understand the different levels of professional dress.

|  |  |  |
| --- | --- | --- |
| Attire: |  |  |
| Attire ranking: | Casual | Jeans, shorts |
|  | Business Casual | Khakis, Slacks, Golf Shirts |
|  | Business Attire | Suit, Dresses, Pant Suits |

For hands-on classes students are allowed and encouraged to wear athletic wear (athlesiure), items that will allow for movement and palpation. Classes which include guest lectures students are expected to dress in **Business Casual**, unless otherwise indicated. For programmatic events, students are expected to dress in **Business Casual**, unless otherwise indicated.

# Clinical Education

Clinical education is the foundation of a student’s patient care experience. The program was designed so that students are engaging and working with real patients and simulation experiences. Simulation experiences may include both low-fidelity and high-fidelity scenarios that are developed to simulate scenarios in patient-care that might be unique or not seen enough through authentic clinical experiences. Clinical education experiences allow students to demonstrate clinical competence from content learned in didactic settings with real patients in diverse settings. All clinical education experiences are supervised by a preceptor, who is trained by the program.

## Assignment of Clinical Education

Students’ assignment of clinical experience is designed to provide the student with a progressive experience that will lead to autonomous patient-care over the course of their enrollment in the Master of Science in Athletic Training Program. These experiences will ensure that a student fulfills all curricular content standards put forth by the CAATE. Students’ clinical experiences are assigned by the coordinator of clinical education to ensure they fulfill CAATE standard 17. Students clinical experience will include three planned immersive clinical experiences (ES 626, ES 627, ES 629). During these immersive experience’s students will be able to participate in autonomous patient care without the requirement to fulfill on-campus coursework. Students are required to provide the coordinator of clinical education with a list of their top 3 choices for their ES 629 immersive clinical experience no later than May 1 of their first spring semester. Students may select from a list of pre-approved sites or chose to pursue a new clinical site. Students who chose to pursue a new clinical site will be required to provide the coordinator of clinical education with a detailed rationale of why that site as well as other information required for affiliation agreements. Students who chose to pursue an immersive clinical education experience outside the greater Buffalo region will be required to show the ability to secure housing. The selection of the placement associated with ES 629 will require students to apply and interview with the site at the discretion of the clinical site and ultimately must be approved by the coordinator of clinical education.

## Clinical Education Attendance Policy

It is the privilege of a student to attend clinical education experience, and students should abide by all policies, rules and ethics as described the student handbook. Students are expected to attend their clinical education experience in accordance with the credit hour policy. Students should show for their clinical experiences on time and prepared. Students and preceptors should establish a pre-determined schedule as best as possible to ensure students apply with this policy. Lack of communication between the preceptor-student may result in confusion with attendance and expectations. Preceptors should notify students immediately with any schedule changes, if this notification is less than 24 hours in advance students should not be penalized for not being able to adjust previously scheduled commitments. Students should be sure to check in and out with their assigned preceptors and record their hours daily to ensure accuracy.

Students are responsible to communicate with the preceptor of any prior commitments that may interfere with clinical education at minimum 2 weeks in advance (i.e. weddings). Students should communicate with the preceptor as soon as possible and safe if they are ill, in an accident, or have an emergency and are unable to attend clinical experience that day. Please see a list below for acceptable and unacceptable reason for an absence

Unacceptable Absences Examples:

* Forgot schedule
* Didn’t wake from an alarm
* Forgot to complete a classroom assignment

Acceptable Absences Examples:

* Academic classes
* Academic seminars/guest lectures
* Illness
* Family emergency (i.e. family death)
* Accident, car breakdown

Unexcused absences and tardiness can result in a “strike” please see strike rule for further explanation. Excessive unexcused absences and tardiness may result in failure of clinical integration course, and ultimately termination from the program.

If the preceptor has any concerns or questions regarding absences and tardiness they should not hesitate to reach out to the coordinator or clinical education.

## Documentation of Clinical Education Hours

Documentation of the amount of time spent in clinical experiences is required. Each week, students must submit documentation of the time spent at their clinical education site and have it verified by their preceptor. Hours spent traveling (e.g., on a bus or plane) should not be included in the weekly tally. Hours should be submitted each week during Clinical Integration courses via Typhon. Students should only count the hours they were actively involved with patient care or athletic training knowledge, skills and abilities. For example, this would include packing a kit/trunk or helping with insurance claims. It would not include studying for an exam by themselves between practice preparation and practice. Students are enrolled in clinical education experiences for learning purposes and are not meant to replace professional medical staff.

## Core Competencies

It is the responsibility of the student to ensure they are completing core competencies as they are assigned by the coordinator of clinical education in a timely manner. Students should recognize when core competency skills have been completed and approach their preceptor to assessed them. Preceptors may provide the student with simulated scenarios when real-patient encounters do or cannot occur during that clinical experience. Preceptors are also responsible for signing off on these core competencies during athletic training clinical experiences. Evaluation of these core competencies will be completed on Typhon. Those who serve as preceptors for supplemental clinical experiences cannot assess student’s ability to meet these core competencies, therefore cannot sign off on the completion of these skills. Below you will find an example of the grading rubric for core competency assessment as well as an example of the means to complete this evaluation in Typhon.

**Core Competencies Assessment within Athletic Training Clinical Experience**

**Instructions:**

Please assess the student’s ability to complete the following core competency in its entirety. Students must score a “3” on all core competencies prior to graduation. It is not a requirement for students to score a “3” on their first attempt in order to progress in the program, however students who fail to score a “3” on their first attempt must attempt the core competency a second time before graduation where they will need to obtain a score of “3”. Students must complete. at minimum, a first attempt on each core competency as they are assigned in the corresponding clinical integration course to progress onto the next clinical integration course.

**Evaluation Criteria:**

**3- Competent**- Student demonstrates the ability to function independently as an entry-level practitioner. They demonstrate consistent and proficient performance with skills/tasks. Student uses higher degrees of clinical reasoning skills to formulate and deliberate their clinical plan/goal.

**2-Advanced beginner**- Student requires minimal levels of monitoring and feedback. They demonstrate moderately consistent and proficient performance with skills/tasks. The student understands multiple concepts; however, they require cueing and feedback to employ clinical reasoning skills when formulating and deliberating their clinical plan/goal.

**1- Novice**- Student requires moderate levels of monitoring and feedback. They are inconsistent with their performance of skills/tasks. Student does not yet understand variation in practice and is unable to fully employ clinical reasoning skills.

**0- Failure**- Student requires the highest level of monitoring and feedback. They are unable to perform basic skills/tasks with any type of consistency or proficiency. The student does not understand the task/skill and shows no ability to employ clinical reasoning skills without extensive cuing.

## Student Noncompliance Issues

A “3 strikes” policy for minor offenses has been put in place for students during their clinical education experiences. Students who accumulate 3 strikes will be required to meet with the CCE, program director, and preceptor to formulate an action plan for the remainder of that clinical experience. During that time a student will be placed on clinical probation, should they commit a 4th offense during that same clinical experience they will fail that clinical integration course and an ad hoc committee will be formed to determine if student can continue in the academic program.

All of the following may constitute a minor offense, but are not limited to:

* Not showing for scheduled clinical education experience hours
* Excessive tardiness
* Failure to abide of dress code
* Inappropriate electronic usage

Once a student has a committed a minor offense the student will be issued a verbal warning by the preceptor. If the student commits a second minor offense the preceptor will notify the CCE and the preceptor and student will schedule a meeting to discuss the incident to come to a resolution. If the student commits a third minor offense the CCE, preceptor and student will have a formal meeting where a strike will be issued. At this time the CCE and preceptor may remove the student from the clinical experience should the student’s offense warrant removal.

At any time, a student commits a behavior that is noncompliant with the BOC code of Ethics or BOC Code of Professional Responsibility this is considered to be major offense and the student may be issued an immediate 4 strikes. The student will be immediately removed from their clinical education experience and an Ad Hoc Committee may be formed to determine termination from the program.

## Preceptor Noncompliance Issues

Just as students can commit actions which are not in compliance with program policies, professional organizations and state laws, preceptors might also commit these noncompliant actions. As the CCE and program director are not present during all clinical education it is the student’s reasonability to report preceptor noncompliance issues. The program must ensure that preceptors are abiding by all policies, rules and laws is it pertains to the program and their professional affiliates. Students will have the opportunity to evaluate the preceptor during their clinical experience which will allow the CCE the opportunity to review the efficacy of the preceptor. Prior to the evaluation formal evaluation, if a student feels as though an action warrants immediate attention they should proceed with the below procedures. Preceptors may commit actions that are considered minor or major offenses. Examples of minor offensive include but are not limited to: failure to communicate schedule changes in a timely manner, joking that is “off-putting” but not discriminatory to the student, behavior that is contradictive of student’s expectations. Examples of major offenses include but are not limited to:  harassment, discrimination, violation of ethical and professional codes of conduct. If a student is unsure if the preceptor’s actions are minor or major, they should contact the CCE and remove themselves from the clinical site if they feel unsafe or threatened.

Minor offense procedures:

* 1st offense, student will contact the CCE with the details of the offense and the student should address the issue directly with the preceptor
* 2nd offense, student will contact the CCE with the details of the offense and the CCE will have a meeting with both the student and preceptor individually to discuss the case and establish a plan of action.
* 3rd offense, student will contact the CCE with the details of the offense and the CCE, program director and preceptor will have a meeting to discuss the case. At this time a student may be removed from the site and the preceptor may be placed on probation from the program for the remainder of the semester.

Major offense procedures:

* Student should remove themselves from the situation as soon as safe/possible
* Student should contact the CCE immediately via email to document the offense
* Any student(s) who are assigned to the preceptor will be removed from the clinical site/preceptor. Preceptor may be immediately placed on probation or terminated from the program as deemed necessary by the CCE and program director.

## Ad Hoc Committee

If an athletic training student has violated policy and is requested to be terminated from the program, an Ad Hoc committee will be formed. This committee will be comprised of the Athletic Training Program Director and Coordinator of Clinical Education as well as 3 other faculty members from the Exercise and Nutrition Sciences Department. All evidence for termination will be gathered and sent to the Ad Hoc committee prior to meeting. The student will have an opportunity to present any information in their defense. A final decision will be made by the Ad Hoc committee and communicated to the athletic training student by the Athletic Training Program Director and copied to the Department Chair and Dean.

## Immunization Requirements

The Master of Science in Athletic Training Program follows the University at Buffalo Student Health Services policies. At this time, the SUNY is not requiring students have the Covid-19 vaccination. However, specific clinical sites may require the Covid-19 vaccine and associated boosters. The University Health Services office is responsible for tracking all immunizations for all students at the University. The immunization policies state from the University states:

All students must provide an official record of their measles, mumps and rubella immunity and meet the meningitis requirements before registering for classes. Specifically, all incoming students born on or after January 1, 1957 must:

* Provide proof of immunity against measles, mumps and rubella
* Receive information about meningococcal disease, and make an informed decision about whether or not to receive immunization against meningococcal disease.

These regulations are in accordance with New York State Public Health Law 2165.

Health-related professions students must also fulfill the following requirements:

* Complete self-attestation statement
  + All students must sign the self-attestation statement annually, please see the Annual Immunization Review (AIR) Form (Appendix B) for more information.
* Hepatitis B
  + All students must begin the three-dose vaccine series prior to starting their academic program and must complete the series by the end of their program’s first year. Positive blood titer results are also acceptable proof of immunity.
* Tetanus/Diphtheria/Pertussis
  + All students must have received a tetanus booster within the last 10 years; at least one adult dose must have contained pertussis.
* Chickenpox (Varicella)
  + All students must demonstrate immunity through one of the following:
    - Two doses of Varicella vaccine at least 28 days apart and given after 1st birthday; OR
    - Medical provider documented history of disease; OR
    - Serologic evidence of immunity (positive blood titers)
* Tuberculosis
  + All students must be screened for Tuberculosis annually, please see Annual Immunization Review (AIR) Form (Appendix B) for more information.

For further information please visit Student Health Services website at: <http://www.buffalo.edu/studentlife/new-to-ub/before-you-arrive/immunization.health-majors-only.html#status>

## Handwashing

All athletic training students are required to have the ability to clean hands before and after patient encounters at every clinical site. This could include, but is not limited to, a sink with water and soap or hand sanitizer.

## Name Badges

Athletic training students will be issued a name badge with their name and title of “Athletic Training Student” prior to their first clinical education experience (ES 520). All athletic training students are required to wear their name badge at all times during their clinical education experience. This is to ensure patients can differentiate athletic training students from credentialed healthcare providers.

## Emergency Cardiac Care

All students will be trained in emergency cardiac care during ES 554 – Emergency Management in Athletic Training during their first summer enrolled in the professional program. This takes place prior to any patient care. If students are already certified when accepted into the program, they still must be trained in ES 554 to ensure they are trained in advanced clinical skills (i.e., airways).

## Blood-Borne Pathogens

All students must complete blood-borne pathogen training via UBLearns annually prior to any patient care. Students must watch the blood-borne pathogen lecture on UBLearns and then successfully complete the quiz with an 80% or above to complete training. Clinical sites may require additional blood-borne pathogen training at their discretion.

All clinical education sites have handwashing stations (or ability to use hand sanitizer) and appropriate blood-borne pathogen barriers (e.g., gloves) and control measures. If a student is exposed to a blood-borne pathogen, they are to follow the steps outlined in the Communicable Disease Policy. Students must also contact the Athletic Training Program Director and Coordinator of Clinical Education.

## HIPAA Training

All athletic training students must complete Health Information Portability and Accountability Act (HIPAA) training annually prior to any patient care. Students can access the training through UBLearns. Once training is completed, students must submit their completion certificate to the Athletic Training Program Director. Clinical sites may require further and/or specific training pertinent to clinical site.

## FERPA Training

All athletic training students must complete Family Educational Rights and Privacy Act (FERPA) training annually prior to any patient care. Students can access the training through UBLearns. Once students have watched the video lecture, they must complete a quiz with an 80% or above to complete training. Successful completion will be tracked in UBLearns. Clinical sites may require further and/or specific training pertinent to clinical site.

## Clinical Site Travel

Clinical sites are typically around the Buffalo metro area and range in distance from 15 minutes to 1 hour, depending on variables such as traffic. Students are responsible for all costs traveling to clinical sites (e.g., gas, tolls, etc.) During the last semester, students do have an option for their immersive clinical site to be anywhere the program has an affiliation agreement with. If a student chooses this, they are responsible for all costs (e.g., airfare, housing, meals, etc.).

If there is inclement weather in the Buffalo metro region or at your clinical site, please use caution traveling. Do not risk your health and safety trying to get to a clinical site. Please inform your preceptor as soon as it is safe to do so. If the clinical site the student is placed at is closed due to inclement weather, students are not expected to travel to clinical site. If the student chooses to attend during a closure, it is at their own discretion. Preceptors are expected to communicate with the students about closures at the clinical site.

## Preceptor Evaluations

Athletic training students will complete two evaluations on their assigned preceptor per semester. The first evaluation will occur at mid-experience and the second evaluation will occur at the end-of-experience. Additionally, students will complete one end-of-experience evaluation on the Clinical Site. These dates will vary depending on the length of the rotation but will be communicated via Clinical Integration Syllabi. Preceptors will be notified by the Coordinator of Clinical Education of these dates at the beginning of each rotation. All evaluations will be completed via Typhon.

## Athletic Training Student Evaluations

Preceptors are required to complete two evaluations on athletic training students per semester. The first evaluation will occur at mid-experience and the second evaluation will occur at the end-of-experience. These dates will vary depending on the length of the rotation but will be communicated by the Coordinator of Clinical Education at the beginning of each rotation. All evaluations will be completed via Typhon.

## Satisfactory Progress in Clinical Education

Athletic training students must successfully pass each Clinical Integration course to move onto the next course. Since these courses are sequential and students should be applying curricular content knowledge to patient care skills, it is essential that students continue to demonstrate clinical competence. No student is allowed to skip or take Clinical Integration courses out of order. If a student is not meeting clinical expectations for clinical competence, professionalism or ethical behavior, violation of the three-strike policy, they will meet with the Coordinator of Clinical Education. If student’s behavior warrants further action (i.e., termination) an Ad Hoc committee may be formed to determine status.

## Clothing and Personal Appearance/Hygiene Expectations

All athletic training students should follow these basic guidelines.

What to wear:

* Clothes that a healthcare provider would wear (that is acceptable to preceptor & clinical site)
* Name badge (given to student)
* Shoes that are closed toed
* Watch, preferably with a second hand

What not to wear:

* Jeans
* Tank-tops
* Yoga pants or legging
* Sweat suits (unless approved by preceptor & clinical site)
* Open-toed shoes
* Long or fake fingernails (for manual therapies and CPR)

Tattoos and body piercings may need to be covered/removed at the discretion of the clinical site.

## Personal Electronic Usage

Students should not assume they are allowed to use their own personal electronic devices during clinical education. Students and preceptors should discuss what is acceptable usage of personal electronic devices. Should the student have an emergency it is acceptable to use their phone to make a call.

## Extracurricular Activities

Students are encouraged to participate in extracurricular activities so long as it does not interfere with academic and clinical education. The program understands that students may need to sustain a part-time job for financial reasons. The student is responsible for communication with preceptors and faculty regarding work schedules understanding that academic and clinical education take precedent. Students who are collegiate athletes or have NCAA eligibility remaining are not allowed to participate in collegiate athletics during enrollment in the Master of Science program. Students who are pursuing the 3+2 degree option would not be able to participate in their 4th year of athletic eligibility (first year of MS program). Students who are collegiate athletes should meet with the Program Director to plan accordingly.

## Fraternization

Students are discouraged from engaging in personal relationships (i.e., dating) with preceptors, patients and faculty. Students who are suspected of fraternization are subject to meeting with the Coordinator of Clinical Education and possibly an ad hoc committee for review of professional misconduct.

## Orientation to Clinical Site

All athletic training students must complete, with their assigned preceptor, the Clinical Site Orientation checklist (Appendix C) prior to ***any*** patient care. The preceptor will review with each student the following information:

* Critical incident response procedures (i.e., emergency action plans)
* Blood-borne pathogen exposure plan
* Communicable and infectious disease policies
* Documentation policies and procedures
* Patient privacy and confidentiality protections
* Plan for patients to be able to differentiate practitioners from students
* Review of student and preceptor scheduling
* Review of student and preceptor expectations (i.e., dress code, daily operations, etc.)

## Site Visits to Clinical Education Sites

At minimum, active clinical sites (where students are currently placed) will be visited annually by the Coordinator of Clinical Education and/or the Program Director. If a site cannot be visited due to distance or other challenges, video conferencing technology (i.e., WebEx, FaceTime, Skype) will be used to visit that site.

## Calibrations

All modalities at all active clinical sites must be calibrated yearly or by manufactures specifications. Clinical sites are required to send this documentation to the coordinator of clinical education once they are completed. All modalities in teaching labs will be calibrated yearly.

## Recognizing Burnout

Academic and clinical burnout is realistic in athletic training education. It is important for students, faculty and preceptors to recognize signs and symptoms of burnout. In most cases, students are the first to feel the impact of burnout and should not hesitate to bring this to attention of faculty and preceptors. Early recognition of burnout is critical to the overall performance of the student both didactically and clinically. The following article provides an overview of burnout and steps to mitigate: <http://natajournals.org/doi/pdf/10.4085/1947-380X-6.2.60>

## COVID-19 Clinical Policy

The program follows the Universities guidelines for possible exposure to COVID-19 at a clinical education site. The policy states, if a student is potentially exposed, they will then follow the specific policy at their assigned clinical site. The student should also notify the Coordinator of Clinical Education once it is safe to do so.

# Required Verifications and Trainings

## Technical Standards

Athletic training is an intellectually, physically and psychologically demanding profession. It is during the challenging 2-year curriculum that the student begins to develop the qualities needed to become an Athletic Trainer. Students acquire the foundational knowledge, attitudes, skills and behaviors needed to practice as an athletic trainer. Those abilities that athletic trainers must possess to practice safely are reflected in the technical standards that follow.

If a student cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the student to request reasonable accommodation. Reasonable accommodations refer to ways in which the university can assist students with disabilities to accomplish these tasks (e.g., providing extra time to complete an examination). Reasonable accommodations does not mean that students with disabilities will be exempt from completing essential tasks; it does mean the program will work with students with disabilities to determine whether there are ways that we can assist the student towards successful completion of the task(s).

Candidates for admission with a disability are not required to disclose the specifics of their disabilities, but prior to the start of athletic training classes, they must indicate that they can complete essential tasks, with or without reasonable accommodations. Students who cannot complete essential tasks even with accommodation are ineligible for admissions and so any previously made offer of admission, will be withdrawn. Once admitted, a student with a disability who requests reasonable accommodation must contact Accessibility Resources at 60 Capen Hall North Campus (716) 645-2608. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodations, *or* that the accommodations needed are not reasonable and would cause undue hardship to the institution, *or* that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Candidates for admission who have questions about this document or who would like to discuss specific accommodations should contact the Program Director for the Master of Science in Athletic Training Program.

Candidates for the selection to the University at Buffalo Master of Science in Athletic Training Program must demonstrate the following:

1. Observation skills.
   1. Students must possess sufficient observation function to elicit information from the patient.
   2. Candidates must have visual perception to observe patients to determine conditions and movements that may be abnormal.
   3. Examples in which observation skills are required include: palpation, visual tactile evaluation for areas of inflammation or edema and visual inspection of functional movement.
2. Communication skills.
   1. Students must be able to communicate with patients effectively in order to obtain information relating to past medical history and the patient’s current condition.
   2. Students must be able to effectively document relevant patient interactions, including entering information into electronic records systems.
   3. Athletic training education presents challenges in the volume and breadth of required reading and the necessity to impart information to others (patients).
   4. Students must be able to communicate quickly, efficiently and effectively in oral and written formats.
3. Motor/Psychomotor skills.
   1. Students must possess sufficient motor function to elicit information from the patient examination by palpation, auscultation, tapping and other maneuvers.
   2. Students must have the physical strength required for therapeutic interventions and have the physical strength to perform cardiopulmonary resuscitation and emergency treatment to patients.
   3. Students must be able to execute movements required to provide general and therapeutic care, such as moving a large or immobilized patient, gait training using therapeutic aids, positioning and performing manual therapy techniques, performing non-surgical wound care and taping/bracing.
4. Intellectual.
   1. Students must have the mental capacity to analyze, synthesize and integrate concepts and problems to formulate clinical decisions for the betterment of the patient.
   2. This includes incorporating didactic and clinical information with current research evidence to develop, implement and edit treatment care plans.
   3. Students must have the ability to use computers for searching, recording, storing and retrieving information.
5. Behavioral/Social Attributes and Professionalism.
   1. A student must possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgement and for the prompt completion of all responsibilities inherent to patient care.
   2. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must adapt to a changing environment and display flexibility.

I certify that I have read and understand the technical standards listed above, and I believe to the best of my knowledge that I meet each of the standards, with or without reasonable accommodations.

If I should require reasonable accommodations, I will contact Accessibility Resources to request accommodations in accordance with UB’s Reasonable Accommodation Policy. I will cooperate in providing any information required to identify and document appropriate accommodations, and participate in an interactive process with Accessibility Resources and the department if necessary, to identify appropriate accommodations.

I understand that if I am unable to meet these standards with or without reasonable accommodations, I will not be admitted into the Athletic Training Program and the University at Buffalo.

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

Signature of Applicant Date

## Communicable Disease Policy

**Introduction**

The purpose of the University at Buffalo Master of Science Athletic Training Program Communicable Disease Policy is to protect the health and safety of athletic training students and the patients that students may come in contact with during their clinical education experiences. This policy was developed in accordance with the recommendations by the Center for Disease Control (CDC) and its report on Guidelines for Infection Control in Health Care Personnel. Please visit [www.cdc.gov](http://www.cdc.gov) for more information on the recommendations and guidelines.

**Communicable Diseases**

A communicable disease is a disease that can be transmitted from one person to another and are caused by microorganisms (parasites, viruses, bacteria and/or fungi). They can be transmitted via direct physical contact, a vehicle (ingested or injected), air (cough, sneeze or other particulates inhaled) and a vector (animals or insects).

Common Examples of Communicable Diseases include, but are not limited to:

|  |  |  |
| --- | --- | --- |
| Conjunctivitis | Human immunodeficiency virus (HIV) | Rubella |
| Cytomegalovirus infections | Measles | Scabies |
| Diarrheal diseases | Meningococcal infections | Streptococcal infection |
| Diphtheria | Methicillin-resistant Staphylococcus auresus (MRSA) | Tuberculosis |
| Herpes simplex | Mumps | Varicella |

For a complete list, visit [www.cdc.gov](http://www.cdc.gov)

**Guidelines for Prevention in Clinical Setting**

While it is not possible to prevent exposure to all disease-causing microorganisms, the following guidelines should help to prevent the spread of communicable diseases:

1. Athletic Training Students successfully complete University at Buffalo Blood-borne Pathogen Training on UBLearns, prior to clinical experiences. Students will complete this training yearly, prior to any patient care. This content will also be covered in ES 554 – Emergency Management in Athletic Training.
2. Athletic Training Students are required to submit up-to-date verification of immunizations prior to matriculation into the Master of Science in Athletic Training program. Students must use the Annual Immunization Review form. This is available through Student Health Services. Students can also have this completed at Student Health Services. Students will submit this directly to Student Health Services.
   1. Students who have not received immunizations for medical or religious reasons, please contact the Program Director for Athletic Training.
3. Athletic Training Students are required to use Universal Precautions at all times. This applies to all clinical education sites.
4. Athletic Training Students are required to use proper hand washing techniques and practice good hygiene at all times.
5. No patient care should be performed when an athletic training student has active signs or symptoms of a communicable disease.

**Guidelines for Managing a Potential Infection**

Any student who has been exposed to a potential infection before, during or after a clinical experience should report that exposure to his/her Preceptor and Clinical Site immediately and to the Coordinator of Clinical Education.

The incident response procedure is as follows:

1. Thoroughly wash the wound area with soap and water.
2. Flush splashes to the nose, mouth or skin with water.
3. Irrigate eyes with clean water, saline or sterile irrigants.
4. Any student that has been exposed should immediately contact Student Health Services at 716.829.3316
   1. If Student Health Services is closed, report to the nearest Emergency Department
   2. The student is responsible for all medical costs incurred regarding the exposure incident
5. Any student, who demonstrates signs or symptoms of infection or disease that may place them or patients at risk, should report this to their Preceptor and Coordinator of Clinical Education.
6. The student is responsible for keeping the Coordinator of Clinical Education informed about his/her condition that may require extended care and/or absence from class.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ understand the University at Buffalo Athletic Training Program Communicable Disease Policy. By signing below, you indicate you understand and will abide by the programs policy.

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

Athletic Training Student Name (Print) Date

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

Athletic Training Student Name Signature Date

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

Witness (Print) Date

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

Witness Signature Date

# Academic Policies (University and Program)

## Time Commitment Policy

The Master of Science in Athletic Training is a professional program that prepares students to be health care providers. This means that in order to learn the didactic and clinical skills needed, a time commitment of at least 60 hours per week is needed. This number includes time spent in both didactic (classroom) and clinical work. The maximum number of hours per week for both didactic and clinical work is no more than 80 hours per week, averaged over a four-week period. This does not consider time needed for the student outside class work (i.e., studying or reading). This policy is based off of the Accreditation Council for Graduate Medical Education (ACGME) guidelines for medical resident education. The program does not anticipate students ever reaching the maximums of this policy. However, if a student does reach maximum hours or if a student feels burned out (signs and symptoms discussed within this handbook and during initial program orientation), please contact the program director and/or coordinator of clinical education as soon as possible.

## Academic Accommodations Policy

The Master of Science in Athletic Training encourages students who have academic accommodations to work with the University Office of Accessibility Resources to ensure proper accommodations are made. The Program’s Technical Standards document outlines guidelines from the University and all students are required to review and sign the Technical Standards document upon acceptance into the program, prior to matriculation. Accommodations are not given for practical examinations, standardized patient experiences or simulation experiences as these all represent patient care in a safe, controlled environment. The website is: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility/request-accommodations.html>

## Academic and Faculty Grievance Policy

The Master of Science in Athletic Training follows the University at Buffalo’s Graduate School policy. The policy is as follows:

It is an objective of the University at Buffalo and its Graduate School to encourage the prompt consultative resolution of grievances of graduate students as they arise and to provide orderly procedures for the formal consideration and resolution of complaints that cannot be resolved through consultation.

This set of procedures is designed to provide a well-defined, yet appropriately flexible structure that recognizes and reflects the issues unique to graduate education as well as academic areas common to all faculty-student or administrator-student relationships.

The following procedures provide a sequence of steps for the orderly and expeditious resolution of grievances initiated by graduate students. While recognizing and affirming the established principle that academic judgments and determinations are to be reached solely by academic professionals, it is the Graduate School's intention to secure, to the maximum extent feasible, equitable treatment of every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity, but also to considerations of substantive fairness.

### Grievance Definitions and Limits

1. Definition. A grievance shall include, but is not restricted to, a complaint by a graduate student:
   1. that he or she has been subjected to a violation, misinterpretation or inequitable application of any of the regulations of the university, the Graduate School, a college or school or department; or
   2. that he or she has been treated unfairly or inequitably by reason of any act or condition that is contrary to established policy or practice governing or affecting graduate students at the University at Buffalo.
2. Time limit. A grievance must be filed within one calendar year from the date of the alleged offense. The cognizant department chair, college or school dean or the dean of the Graduate School may extend this time limit upon demonstration of good cause.

### Academic Grievance Consultative Resolution

Virtually all disputes originate in the department or comparable administrative unit and should, if feasible, be resolved through consultation between the disputants. The parties should meet and exert a good faith effort to resolve the dispute amicably.

At the request of either or both parties, the consultation may be recorded by a departmental note-taker (a staff or faculty member, but not a student). If a departmental note-taker is present during the consultation, the student may have an additional note-taker of his/her choosing also in attendance. Neither note-taker may actively participate in the consultation between the parties to the grievance other than to request repetition or clarification of statements made by either party during the consultation session.

It may be useful for the student to seek first the assistance of his or her advisor, department chair or director of graduate studies acting as a mediator to aid in evenhandedly resolving the dispute.

### Academic Grievance Formal Resolution

I. Departmental Level Review

Step 1: The student who believes that the grievance is severe or has been unable to obtain an acceptable consultative resolution should submit in writing to the cognizant department chair a description of his or her complaint, including any evidentiary or supporting materials and a request for a hearing. (If the department chair is a party against whom the grievance is brought, either as a teaching faculty member or as chair, or where the chair can demonstrate that it will best serve the interests of the parties, direct petition to the school or college level may be pursued.)

Step 2: The cognizant department chair shall give the Department Grievance Committee (see Appendix A) and each principal a copy of the written grievance, including any evidentiary or supporting materials and a copy of the Academic Grievance Policy and Procedures for graduate students.

Upon initial review of the materials and statements presented by the grievant, if the Department Grievance Committee finds the grievance does not have reasonable supporting grounds, the committee shall conclude the grievance is without merit. In this initial review the committee may also consider materials or statements submitted by the teaching faculty member(s) against whom the grievance is lodged. If the grievance is found without merit, the committee shall report this denial to the cognizant department chair. The committee shall complete this initial review within 15 academic days¹ of its receipt of the grievance. The cognizant department chair shall then submit a Statement of Decision to the principals (via certified, return receipt mail), the cognizant college or school dean and the dean of the Graduate School within 10 academic days¹ of receipt of the committee decision.

If the Department Grievance Committee finds the statement of grievance has reasonable supporting grounds, the committee shall proceed with hearings as provided below.

Step 3: The Departmental Grievance Committee shall convene hearing(s) as necessary to allow both principals the opportunity to present their positions and shall allow each principal the right to question the presentation(s), written and verbal, of each principal and of others who contribute information to the committee.

The hearing shall convene within 20 academic days¹ of the department's receipt of the written grievance. The cognizant department will notify principals at least 72 hours prior to the hearing.

The hearing(s) shall be conducted in a fair and expeditious manner but shall not be subject to the rules governing a legal proceeding. Each principal shall have the right to be present (under unusual circumstances, if either party is considered to pose a physical threat to the other or to the committee, the chair of the committee may request that either the student or instructor participate by phone) and to have one advisor present at all hearings. In no such case shall the advisor be an attorney, unless he or she is a member of the UB faculty who is not acting in a legal capacity on behalf of a principal. An advisor may not speak on behalf of or advocate for a principal or otherwise address members of the hearing committee. Hearing(s) shall be conducted in confidence (see Appendix B).

Step 4: The Departmental Grievance Committee shall submit its recommendation(s) in writing, including findings and reasons for the recommendations, to the cognizant department chair within 10 academic days¹ of the final meeting of the committee.

Step 5: The cognizant department chair shall consider the committee's findings and recommendations and render a final decision. This Statement of Decision and an indication of the student's right to appeal the department chair's decision (including time limit) shall be submitted, in writing, from the department chair to the principals (via certified, return receipt mail), the cognizant college or school dean and the dean of the Graduate School within 10 academic days¹ from receiving the Department Grievance Committee's written recommendations.

Files shall be maintained in the offices of the cognizant dean and the Office of the Dean of the Graduate School.

II. School or College Level Appeal

Step 1: If either principal wishes to appeal the departmental ruling, a written statement of the appeal, including any additional evidentiary or supporting materials, shall be filed within 10 academic days¹ of receipt of the department chair's Statement of Decision. The appeal shall be filed with the cognizant college or school dean. (If the dean is a party against whom the grievance is brought, either as a teaching faculty member or as dean, or where the dean can demonstrate that it will best serve the interests of the parties, a direct petition to the Graduate School level may be pursued.)

Step 2: Upon review of relevant materials, including all materials and statements presented during prior hearings and materials and statements subsequently presented, if the cognizant college or school dean does not find that the statement of appeal provides reasonable grounds to appeal nor raises doubt concerning the adequacy of prior review, the dean may issue a formal decision regarding the appeal. In such a case, the dean shall submit a Statement of Decision to the principals (via certified, return receipt mail), the department chair and the dean of the Graduate School within 20 academic days¹ of receipt of the appeal.

Alternatively, if the dean deems it necessary or appropriate to consider further the circumstances of the appeal, he or she shall convene a Decanal Grievance Committee within 20 academic days¹ of receipt of the appeal. The Decanal Grievance Committee shall include two faculty members and two graduate students. In those college/schools comprised of multiple academic departments, the Decanal Grievance Committee shall not include representatives from the department(s) involved in the grievance (see Appendix C).

Step 3: The cognizant dean shall give the Decanal Grievance Committee and each principal a copy of the Academic Grievance Policy and Procedures for graduate students, the original written grievance, the written appeal to the school or college level, any supplemental materials and statements and all documentation and recommendations from the departmental proceedings.

Step 4: The Decanal Grievance Committee shall convene hearing(s) necessary to allow both principals the opportunity to present their positions and shall allow each principal the right to question the presentation(s), written or verbal, of the principals as well as others who contribute information to the committee. The principals must be given at least a 72-hour prior notice of the hearing.

The hearing(s) shall be conducted in a fair and expeditious manner, but shall not be subject to the rules governing a legal proceeding. Each principal shall have the right to be present (under unusual circumstances, if either party is considered to pose a physical threat to the other or to the committee, the chair of the committee may request that either the student or instructor participate by phone) and to have one advisor present at all hearings. In no such case shall the advisor be an attorney, unless he or she is a member of the UB faculty who is not acting in a legal capacity on behalf of a principal. An advisor may not speak on behalf of or advocate for a principal or otherwise address members of the hearing committee. Hearing(s) shall be conducted in confidence (see Appendix B).

Step 5: The Decanal Grievance Committee shall submit its recommendation(s) in writing, including findings and reasons for the recommendations, to the cognizant college or school dean within 10 academic days¹ of the final meeting of the committee.

Step 6: The cognizant dean shall consider the committee's findings and recommendations and render a final decision. This Statement of Decision and a statement of the student's right to appeal the dean's decision (including time limit) shall be submitted in writing from the dean to the principals (via certified, return receipt mail), the department chair and the dean of the Graduate School within 10 academic days¹ from receiving the Decanal Grievance Committee's written recommendations.

Files shall be maintained in the offices of the cognizant dean and the Office of the Dean of the Graduate School.

III.  Graduate School Level Appeal

On rare occasions, when all established procedures within a college or school have been exhausted, it may be appropriate for the dean of the Graduate School to consider a final university appeal. In general, the dean of the Graduate School will consider only those appeals that document violations of applicable due process in prior proceedings or which establish sound cause to believe that prior proceedings have resulted in a decision contrary to law, the Polices of the SUNY Board of Trustees, or policies of the University at Buffalo. In general, the dean of the Graduate School will not consider appeals that merely challenge the appropriateness of a judgment reached following a full and fair review of a matter by the department and the dean of the college or school.

Step 1: If either principal wishes to appeal the decision(s) of the college or school dean, the written statement of appeal, including any additional evidentiary or supporting materials, shall be filed within 10 academic days¹ of receipt of the Statement of Decision. The appeal shall be filed with the dean of the Graduate School.

Step 2: Upon review of relevant materials, including all materials and statements presented during prior hearings and any materials and statements subsequently presented, if the dean of the Graduate School does not find that the statement of appeal provides reasonable grounds to appeal nor raises doubt concerning the adequacy of prior review, the dean of the Graduate School may issue a formal decision regarding the appeal. In such a case, the dean of the Graduate School will submit a Statement of Decision to the principals (via certified, return receipt mail), the department chair and cognizant dean within 20 academic days¹ of receipt of the appeal.

Alternatively, if the dean of the Graduate School deems it necessary or appropriate to consider further the circumstances of the appeal, he or she shall convene a Graduate School Grievance Committee within 20 academic days¹ of receipt of the appeal (see Appendix D).

Step 3: The Graduate School shall give the Graduate School Grievance Committee and each principal a copy of the Academic Grievance Policy and Procedures, the original written grievance, the written appeals to both the school/college and the Graduate School levels, any supplemental materials and statements and all documentation and recommendations from the departmental and decanal proceedings. The Graduate School will notify principals at least 72 hours prior to the hearing.

Step 4: The Graduate School Grievance Committee shall convene hearing(s) as necessary to allow both principals the opportunity to present their positions and shall allow each principal the right to question the presentation(s), written or verbal, of the principals as well as others who contribute information to the Committee.

The hearing(s) shall be conducted in a fair and expeditious manner, but shall not be subject to the rules governing a legal proceeding. Each principal shall have the right to be present (under unusual circumstances, if either party is considered to pose a physical threat to the other or to the chair, the chair of the committee may request that either the student or instructor participate by phone) and to have one advisor present at all hearings. In no such case shall the advisor be an attorney, unless he or she is a member of the UB faculty who is not acting in a legal capacity on behalf of a principal. An advisor may not speak on behalf of or advocate for a principal or otherwise address members of the hearing committee. Hearing(s) shall be conducted in confidence (see Appendix B).

Step 5: The Graduate School Grievance Committee shall submit its letter of recommendations, including findings and reasons for recommendations, to the dean of the Graduate School within 10 academic days¹ after the final meeting of the committee.

Step 6: The dean of the Graduate School shall consider the committee's findings and recommendations and render a final university decision/determination. The dean of the Graduate School's Statement of Decision shall be submitted in writing to the principals (via certified, return receipt mail), the department chair and the cognizant academic dean within 10 academic days¹ from receiving the Graduate School Grievance Committee's written recommendations.

The determination/decision of the dean of the Graduate School constitutes the final step in the university review process and may not be further appealed.

Files shall be maintained in the office of the cognizant dean and the Graduate School.

Note:

¹Academic days are defined as weekdays when classes are in session, not including the summer or winter sessions.

### Academic Grievance Appendix A

Departmental Grievance Committee Membership

The cognizant department chair, or the chair of the departmental Grievance Committee, shall assemble, from a pool of individuals comprising the Departmental Grievance Pool, a Departmental Grievance Committee comprised of no fewer than two faculty members and two graduate students or a larger number of participants maintaining this same ratio. The departmental representatives in the Grievance Pool shall be selected by the respective faculty and student constituencies in an appropriate democratic fashion and in no case shall these representatives be appointed by the departmental or decanal administration. If deemed appropriate, the Departmental Grievance Pool may also serve as the Departmental Academic Integrity Pool.

The members of the Grievance Pool and the Grievance Committee shall be selected so that no member is involved in a disproportionate number of grievances. Each principal to the dispute shall have the option of requesting, without stipulating a reason, the replacement of one member of the committee appointed to hear the grievance. If any principal finds the replacement member inappropriate, the party shall transmit, within five academic days¹ of the naming of the committee, a written statement of the grounds for this "challenge for cause" to the cognizant department chair who shall rule on its merits and either retain or replace the committee member so challenged. Each committee member selected shall have the option of disqualifying him/herself from the committee by stipulating reasons why he or she feels unable to deal with the grievance in an unbiased fashion.

### Academic Grievance Appendix B

Confidentiality of Proceedings

Once the department chair, college or school dean or the dean of the Graduate School initiates a grievance hearing, principals and committee members shall have the obligation to maintain the confidentiality of the proceedings and of all materials or testimony presented in hearing proceedings, until a decision is formally transmitted to the principals involved in the grievance.

If a breach of confidentiality by either principal (as defined above) is formally brought to the attention of the Grievance Committee, upon a majority vote of the committee, it may choose to consider this breach a case of possible misconduct. If a committee member is charged with a possible misconduct, such charge will be heard at the next highest level Grievance Committee. Such consideration shall take precedence over the pending grievance and a misconduct hearing shall be conducted and findings shall be transmitted, in writing, to the principals and committee members and shall be placed in a supplemental file of the grievance proceedings. Such findings may then be considered in the subsequent review of the grievance.

### Academic Grievance Appendix C

Decanal Grievance Committee Membership

The cognizant college or school dean, or the chair of the school or college Grievance Committee, shall assemble, from a pool of individuals comprising the college or school Grievance Pool, a Decanal Grievance Committee comprised of no fewer than two faculty members and two graduate students or a larger number of participants maintaining this same ratio. In those college/schools comprised of multiple academic departments, the Decanal Grievance Committee shall not include representatives from the department(s) involved in the grievance. The college or school Grievance Pool shall include two representatives, as appropriate, from each department: one faculty member and one graduate student. The departmental representatives in the Grievance Pool shall be selected by the respective faculty and student constituencies in an appropriate democratic fashion and in no case shall these representatives be appointed by the departmental or decanal administration. If deemed appropriate, the Decanal Grievance Pool may also serve as the Decanal Academic Integrity Pool.

The members of the Grievance Pool and the Grievance Committee shall be selected so that no member is involved in a disproportionate number of grievances. Each principal to the dispute shall have the option of requesting, without stipulating a reason, the replacement of one member of the committee appointed to hear the grievance. If any principal finds the replacement member inappropriate, the party shall transmit, within five academic days¹ of the naming of the committee, a written statement of the grounds for this "challenge for cause" to the cognizant academic dean who shall rule on its merits and either retain or replace the committee member so challenged. Each committee member selected shall have the option of disqualifying him/herself from the committee by stipulating reasons why he or she feels unable to deal with the grievance in an unbiased fashion.

### Academic Grievance Appendix D

Graduate School Grievance Committee Membership

The Graduate School Grievance Committee shall be comprised of no fewer than two faculty members and two graduate students (all from outside the cognizant academic department[s]) or a larger number of participants maintaining this same ratio. The departmental representatives comprising the Graduate School Grievance Pool shall be selected by the respective faculty and student constituencies in an appropriate democratic fashion and in no case shall these representatives be appointed by the departmental or decanal administration. If deemed appropriate, the Graduate School Grievance Pool may also serve as the Graduate School Academic Integrity Pool.

The members of the Graduate School Grievance Pool and the Graduate School Grievance Committee shall be selected so that no member is involved in a disproportionate number of grievances. Each principal to the dispute shall have the option of requesting, without stipulating a reason, the replacement of one member of the committee appointed to hear the grievance. If any principal finds the replacement member inappropriate, the party shall transmit, within five academic days¹ of the naming of the committee, a written statement of the grounds for this "challenge for cause" to the dean of the Graduate School who shall rule on its merits and either retain or replace the committee member so challenged. Each committee member selected shall have the option of disqualifying him/herself from the committee by stipulating reasons why he or she feels unable to deal with the grievance in an unbiased fashion.

Panel Development

The dean of the Graduate School shall encourage departments to nominate faculty and student representatives for the departmental and decanal pools and to encourage departments to facilitate development of faculty and student representatives in order to ensure a suitable pool of personnel for departmental, decanal and Graduate School grievance hearings.

*Amended policies promulgated by President John B. Simpson, 26 June 2008. Effective 25 August 2008.*

## Academic Dishonesty/Integrity Policy

The Master of Science in Athletic Training follows the University at Buffalo’s Graduate School policy. Due to the policy being managed and updated by the Graduate School, it is not listed in the handbook. Rather, the website link is here: <https://academicintegrity.buffalo.edu/policies.php>.

## Academic Withdrawal Policy

The Master of Science in Athletic Training follows the University at Buffalo’s Graduate School policy. The policy is as follows:

Under extraordinary circumstances, graduate students may petition for total academic withdrawal from a given term. The Graduate School will only consider cases where the student or department (on the student's behalf) can document:

* Lengthy medical incapacitation of the student or a member of the student's immediate family or
* death of a student's immediate family member or
* military orders issued to a student or
* other similarly extraordinary measures as petitioned by the student.

Academic withdrawal is for the entirety of a student's registration in that term (i.e., these cases are considered on an all or nothing basis). The deadline for graduate students to submit petitions for total academic withdrawal is the end of the subsequent academic term. The Graduate School reserves the right to consult members of the faculty and others as appropriate when reviewing total academic withdrawal cases.

Academic withdrawal from the term will be indicated on the transcript by the symbol W (withdrawal) next to each registered class. For the purposes of determining good academic standing/satisfactory academic progress, courses given W grades are considered to be attempted credit hours but are not considered to be successfully completed.

## Refund of Tuition and Fees Policy

The Master of Science in Athletic Training follows the University at Buffalo’s Policy. The policy is as follows:

When you register, you assume responsibility for paying all tuition and fees associated with your enrollment/registration. You must pay even if you did not attend a single class unless you have dropped or resigned your courses according to the published deadlines. This applies to those who are withdrawing from the university OR those who have fallen below full-time status.

Please use the link: <http://studentaccounts.buffalo.edu/deadlines/index.php> as deadlines change every semester. This link maintained through the Office of Student Accounts and will provide the most up-to-date information.

## Non-Discrimination Policy

The Master of Science in Athletic Training follows the University at Buffalo’s Policy through the office of Equity, Diversity and Inclusion. The policy is as follows:

Summary

The University at Buffalo prohibits discrimination and harassment and requires that accommodations be provided to individuals when such accommodations are reasonable and necessary as a result of an individual’s disability, religion, pregnancy, maternity, or breastfeeding status. This policy describes the procedure the university will follow to investigate and/or resolve complaints of discrimination and harassment.

Policy Statement

The University at Buffalo (UB, university) is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, or ex-offender status. This includes, but is not limited to, recruitment, the application process, examination and testing, hiring, training, grading, disciplinary actions, rates of pay or other compensation, advancement, classification, transfer and reassignment, discharge, and all other terms and conditions of employment, educational status, and access to university programs and activities. Employees, students, applicants or other members of the university community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The university will provide accommodations to ensure the full participation of individuals in university programs, when such accommodations are reasonable and necessary due to an individual's disability, religion, pregnancy, maternity, or breastfeeding status. The university will provide accommodations to individuals with disabilities in accordance with its *Reasonable Accommodation* *Policy*. Religious accommodations will be provided in accordance with the university’s *Religious Accommodation and Expression Policy*.

This policy prohibits retaliation against anyone who files a complaint, participates in an investigation, and/or opposes a discriminatory act, practice, or policy. Retaliation will not be tolerated and may result in a referral to the university’s disciplinary process.

Background

The university’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the *Americans with Disabilities Act* (ADA), *Section 504 of the Rehabilitation Act of 1973*, *Title IX of the Education Amendments of 1972*, *Title VII of the Civil Rights Act of 1964* as *Amended by the Equal Employment Opportunity Act of 1972*, and the *New York State Human Rights Law*. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Applicability

This policy:

* applies to all persons without regard to race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, or ex-offender status
* applies to all members of the university community, including students, faculty, staff, volunteers, vendors, visitors, and guests
* applies to all employment and educational practices and actions
* applies to all job classifications and titles in the university and to all types of appointments under university jurisdiction, whether full time, part time, or volunteers
* governs all university policies, practices, and actions including but not limited to recruitment, hire, rate of pay or other compensation, advancement, upgrading, promotion, demotion, renewal, non-renewal, termination, transfer, layoff, leave, training, grading, housing, and employee and student benefits of whatever nature
* applies to all university organizational units
* expects that each contractor, supplier, union, public agency, or cooperative agent will support this policy by complying with applicable state and federal equal employment opportunity laws and regulations.

Definitions

Complainant

An individual bringing forward a complaint of harassment, discrimination, or retaliation, whether on the individual's own behalf or on behalf of another person or group.

Discrimination

Different treatment of an individual or group based upon a factor prohibited by law, including race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, and ex-offender status, that adversely affects the individual’s or group's employment or academic status. Policies or practices that adversely impact a protected group may also constitute discrimination, even when applied in a consistent manner.

Harassment is a form of discrimination. Sex discrimination also includes, but is not limited to sexual harassment, sexual assault, and sexual violence.

Discrimination may also result from failure of the university to provide accommodations to individuals when required due to the individual's disability, religion, pregnancy status, maternity, and/or breastfeeding status.

Harassment

Conduct that is unwelcome, severe, pervasive, or persistent enough to interfere with an individual's employment, education, or other access to university programs and activities, and that is targeted toward an individual or group based on a protected factor, including race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, and ex-offender status; harassment is a form of discrimination.

Preponderance of the Evidence

The standard of proof in discrimination cases, which determines whether it is “more likely than not” that the discriminatory or harassing act(s) occurred.

Respondent

An individual or entity against whom a complaint has been filed.

Retaliation

An adverse action taken against an individual as a result of complaining about discrimination or harassment, exercising a legal right such as obtaining a reasonable accommodation, and/or participating in a complaint investigation as a third party witness. Adverse actions may include, but are not limited to:  termination/dismissal, failure to promote or assign salary increases, the assignment of lower grades or performance evaluations than other individuals who perform similarly, attempts to intimidate or harass the individual, the assignment of less desirable work to the individual, and/or the provision of negative references with respect to academic work or employment.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

·  submission to or enduring such conduct when rejected is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other university activities  or  
·  submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual  or  
·  such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive university environment.

Sexual harassment, sexual violence and other forms of sex discrimination are prohibited under *Title IX of the Education Amendments of 1972*, *Title VII of the Civil Rights Act of 1964*, and *New York State Human Rights Law*. This university definition of sexual harassment is based on Equal Employment Opportunity Commission (EEOC) and Office of Civil Rights (OCR) regulations. Employees who observe or become aware of sexual harassment, sexual violence and other forms of sex discrimination or harassment should report this information to the Director of Equity, Diversity and Inclusion (EDI), who also serves as the university’s Title IX Coordinator.

See Appendix A for additional information regarding sexual harassment, and Appendix B for a full explanation of the rights of victims of sexual assault, domestic violence, dating violence, and stalking.

Sexual Harassment Information Advisors

University personnel who have received extensive sexual harassment training, conducted by the Director of EDI or designee, to act as educators and trainers and provide general information on sexual harassment. These individuals may be designated by the president, provost, vice presidents, and/or deans to serve as Sexual Harassment Information Advisors in their respective areas.

Title IX

*Title IX of the Education Amendments of 1972*, a federal law that prohibits sex discrimination in any education program or activity that receives federal financial assistance.

Responsibility

President, provost, vice presidents, deans, directors, department heads, managers, and supervisors:

* Prevent discrimination and harassment whenever possible; initiate a referral for disciplinary and/or corrective action when appropriate.
* Provide information to individuals in their units regarding the procedure described in this policy.
* Refer persons with inquiries or complaints to this policy and EDI.

Supervisors, instructors, and others with authority to make decisions on behalf of the university:

* Ensure that these decisions are made based upon legitimate, non-discriminatory reasons.
* Report instances of discrimination and harassment based upon a protected characteristic to EDI.

Director of Equity, Diversity and Inclusion (EDI):

* Administer this policy.
* Investigate allegations of discrimination and harassment.
* Supervise the activities of the Sexual Harassment Information Advisors.

Sexual Harassment Information Advisors:

* Disseminate information and provide education regarding this policy.
* Act as a resource for faculty, staff, and students on issues of sexual harassment.
* Provide information regarding questions or concerns about sexual harassment.
* Direct individuals to EDI for a more in-depth assessment of situations or concerns brought to their attention.
* Sexual Harassment Information Advisors are not authorized to conduct investigations or maintain records of confidential discussions.

Faculty, Staff, Students:

* Refrain from behavior that creates a hostile environment for others, regardless of whether it is the individuals’ intent to create a hostile environment.

Procedure

EDI is the campus office designated to manage this complaint procedure. EDI will receive complaints, conduct necessary investigations, report findings, and make recommendations in accordance with the procedures outlined below.

The discrimination complaint procedure provides a mechanism through which the university may identify, respond to, prevent, and eliminate incidents of illegal discrimination. It may be used by any person who believes he or she has been the subject of discrimination in connection with UB. If a claim of discrimination or harassment involves a non-UB entity such as a contractor, vendor, or affiliated hospital, UB will coordinate as necessary to ensure that an appropriate investigation is conducted and that discriminatory and/or harassing behaviors are addressed.

Timeframes for Filing a Complaint

Ordinarily, complaints should be filed within one year after the last act of alleged discrimination or harassment occurred. In instances involving a student complaint against a faculty member charging discrimination that occurred in the context of a subordinate-supervisor academic relationship (e.g., teaching, advising, thesis or dissertation supervision, coaching, clinical medical supervision), the time period may be extended until one year after the student is no longer under the faculty member's academic or clinical medical supervision or three years from the date the most recent alleged discrimination occurred, whichever is earlier. Failure to file a complaint within the relevant limitation period may lead to dismissal of the complaint.

Complaint Handling

*Initial Consultation with Complainant*

Any member of the UB community may speak confidentially with an EDI representative regarding potential discrimination or harassment. The representative will determine the nature of the issue or concern, obtain relevant facts, and provide guidance as to whether the matter falls under the office's jurisdiction. EDI will maintain a confidential record of the conversation, to the extent allowed by law. If the matter does not fall under EDI's jurisdiction, and/or if there are parallel avenues which the individual could pursue (e.g., academic grievance procedures), information will be provided regarding the university resources available to address the concern. If the matter falls within EDI's jurisdiction and the individual wishes to pursue a complaint, the complainant will be advised of the subsequent steps in the investigatory process.

In cases where the reporting individual wishes to discuss the matter but not proceed with the complaint investigation process, EDI will maintain a confidential record of the conversation, to the extent allowed by law. It should be noted that in instances of harassment, there may be situations where the university is legally obligated to pursue complaint investigation regardless of the individual's willingness to proceed. In this event, the individual will be notified, and steps identified to protect the complainant against retaliation and ensure an acceptable working or learning environment for the complainant. In instances involving allegations of serious misconduct, the matter may be referred to appropriate disciplinary channels for investigation.

Victims of sexual assault, domestic violence, dating violence, and stalking have multiple options for redress, as well as the right to obtain assistance in order to ensure they can continue to participate in university programs and activities. These options and rights are described *Appendix B - Student's Bill of Rights*.

The complainant will be asked to complete an initial Intake and Information Sheet, and will be provided assistance in completing this form when necessary. Failure or refusal to complete this form will not preclude investigation of the complaint. Individuals may contact EDI anonymously, either for consultation or to file a complaint. It is important to note that due process considerations may limit the ability to investigate or resolve anonymous complaints.

*The Investigatory Process*

The investigatory process is guided by the need to balance the remedy of unlawful discrimination and harassment with principles of fairness, due process, and confidentiality. Accordingly, parties to a complaint are afforded the following rights and protections:

* EDI maintains the confidentiality of complaints to the fullest extent possible, and requests the same of parties to the complaint and third party witnesses. Records of conversations with parties or witnesses will not be released unless required by law or court order.
* The respondent is entitled to due process, including knowledge of the specific allegation(s) against him or her and an opportunity to respond. No presumption of wrongdoing will be made absent factual evidence.
* Complainants and respondents will each have notice of the evidence presented during the investigation, as well as an opportunity to explain and/or respond to the evidence.
* Complainants and third party witnesses are protected against retaliation for filing complaints of discrimination and/or participating in an investigation. If a party feels that any negative action has been taken as a result of filing a complaint or participating in a complaint investigation, this allegation will be investigated separately.
* A complainant, respondent, or third party witness may choose to be accompanied by a person of their choice; these individuals must maintain confidentiality and may not impede or interfere with the investigator's ability to obtain necessary information.
* For instances involving sex discrimination, complainants will be made aware of their Title IX rights and available resources on and off-campus, and the right, if any, to file a complaint with local law enforcement.

For complaints that also involve law enforcement proceedings, EDI will comply with law enforcement requests for cooperation, including when such cooperation may require EDI to temporarily suspend the fact-finding aspect of an investigation while the law enforcement agency is in the process of gathering evidence. EDI will resume its investigation as soon as it is notified by the law enforcement agency that it has completed the evidence gathering process.

In conducting a complaint investigation, EDI considers relevant laws, policies and procedures, documentation, and information obtained from the complainant, respondent, and third party witnesses. The standard of proof in complaints made under this policy is preponderance of the evidence. The timeframe for handling a complaint will depend upon the complexity of the investigation, but should not exceed sixty days absent good cause. The following are potential outcomes of a complaint investigation:

* the matter is resolved between the parties and there are no other issues requiring EDI involvement
* the complainant elects to withdraw the complaint and/or requests that there be no further investigation, and there are no other factors which require continuation of the investigation
* there is insufficient evidence to support a finding of a violation of the university's policies against discrimination and/or harassment
* there is sufficient evidence to support a finding of a violation of the university's policies against discrimination and/or harassment; in this event, EDI will recommend appropriate action to the supervisor or unit head to remedy such violation(s); employee or student misconduct may result in the referral of the matter through the applicable campus disciplinary mechanism(s). Disciplinary recommendations for misconduct may include, but are not limited to, a reprimand, suspension, or termination. Non-disciplinary remedies for misconduct may include, but are not limited to, training, reassignment, or informal or formal counseling.

The parties to a complaint will receive notice of the outcome of the investigation.

Conflicts of Interest

In the event that the investigatory process outlined in this policy may result in a conflict of interest, the university will take necessary measures to ensure that the investigation is thorough and impartial. These measures may include reassignment of the responsibility for the investigation. In the event that EDI cannot conduct an investigation due to a conflict of interest, the university will ensure that the complaint is investigated by individuals with experience and training in discrimination compliance. If EDI is precluded from investigating a complaint, the office may still assist complainants and respondents in seeking a voluntary resolution to the matter, as appropriate.

Complaints against the university’s president will be handled in accordance with the State University of New York (SUNY) *Discrimination Complaint Procedure*.

Failure to Cooperate

If a complainant refuses to cooperate and/or respond to requests for information in a timely manner, EDI will proceed with an investigation based on the information already provided. In the event that this information does not allow for an effective investigation, the complaint will be closed with notice to the complainant.

In the event that a respondent refuses to cooperate and/or respond to requests for an interview or other information, the respondent’s supervisor will issue the respondent a directive to cooperate with the investigation. If the respondent’s supervisor cannot issue such a directive because of a conflict of interest, the respondent will be directed to cooperate by the next individual in the chain of command. Failure to comply with this directive will result in a referral for disciplinary action.

Other Avenues for Complaint Reporting

There is no right to appeal an EDI finding. A complainant may file a charge of discrimination with the appropriate state or federal enforcement agencies at any point in the process, subject to applicable time limitations. It is important to note that filing an internal complaint pursuant to the procedure may not extend the time limits established by state and federal enforcement agencies. It is not necessary to pursue university complaint procedures before filing an external complaint.

State and federal enforcement agencies include:

New York State Division of Human Rights  
The Walter J. Mahoney State Office Building  
65 Court Street, Suite 506  
Buffalo, NY  14202  
Phone:  716-847-7632

Equal Employment Opportunity Commission  
6 Fountain Plaza, Suite 350  
Buffalo, NY  14202  
Phone:  1-800-669-4000

Office for Civil Rights, New York Office  
U.S. Department of Education  
32 Old Slip, 26th Floor  
New York, NY  10005-2500  
Phone:  646-428-3900

# Appendices

Appendix A – Policy and Procedure Manual Signature Form



I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have received a copy of the Student Handbook at the beginning of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ semester. The entire contents of this handbook including all policies and procedures of the Athletic Training Program have been read and understood.

I fully intend to comply with all policies and procedures as stated by the University at Buffalo, School of Public Health and Health Professions, Exercise and Nutrition Sciences Department and the Athletic Training Program. I understand that failure to follow these policies and procedures could result in disciplinary actions including being terminated from the program. By signing below, I acknowledge my rights and responsibilities as a graduate student in the Athletic Training Program at the University at Buffalo.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Athletic Training Student Name (printed)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Athletic Training Student Signature

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Date